

CNAA may urge degree autonomy for polys

by Stephen Cohen

Polytechnics may soon be given the chance to award their own degrees in the same way as universities. The Council for National Academic Awards, which awards degrees in all 38 polytechnics, is meeting later this month to decide whether to publish a green paper which will pave the way to award degree independence.

Many polytechnic directors are keen to move away from the control of the CNAA. They argue that they have been in the business long enough to be judged mature to devise, approve and award their own degrees. But a change in the CNAA's charter will be needed before the polytechnics can be given academic self-government.

At present the council is only empowered to approve awards. It cannot give the polytechnics the same power, but there is talk of a licence system which could cut out the lengthy administrative procedures involved when a polytechnic sub-

mits a proposal for a new degree. Greater power could be given in the award system. Advisory committees could be set up by the boards with members from outside the institution which would do much of the council's work.

Discussions on the licence scheme have been held with the Committee of Polytechnic Directors by the CNAA, and the green paper will be the first public announcement although a list of the directors' desire to be treated as academically respectable as universities was given in a paper they published last year.

After describing the various ways their courses are approved through the CNAA, professional bodies, and central and local government—the directors said the complexity of the arrangements were inhibiting.

"It is in very marked contrast with the situation which exists in the university sector, in which a university has the autonomy to initiate a course if it so wishes," they said.

Poly heads urge governors to fight moves to oust Mr Miller

by David Walker

Several leading polytechnic directors have written to Dr Walter Ross, chairman of the governors of the Polytechnic of North London, urging him to fight moves to oust Mr Terence Miller, the polytechnic's director.

The move comes after Mr Miller circulated all polytechnic directors and prominent university figures including Lord Anton, president of Universities College London, with details of his actions in writing to the Government which prompted the governors to vote for his suspension.

Dr Ross, who is senior lecturer in Chemistry at Chelsea College, London, made clear this week that matters were in abeyance till a special meeting of the governors on June 9 at which "the necessary machinery to substantiate the facts of the situation at an early date" will be discussed. It is understood that the meeting comes at the earliest date allowed by various arrangements of the polytechnic.

What form such an inquiry might take was keenly discussed by staff and students at the polytechnic while Dr Rhodes Boyson, Conservative MP for Brent North called for a thorough-going government inquiry into the polytechnic's affairs.

Mrs Margaret Thatcher, chairwoman of the Association of Teachers in Technical Institutions' coordinating committee at PNL said that it was a matter for the governors but

if Dr Ross did nothing to determine the propriety of Mr Miller's actions by means of an objective inquiry, ATTI members would act. They would be very interested in the composition of any committee of inquiry, she said.

"Nevertheless, Mr Miller remains quite irrelevant to the academic standing of the polytechnic," she said.

One member of staff said that regardless of whether Mr Miller remained or went, real problems facing the polytechnic persisted. He cited the situation in the business studies department, where there had been a drastic fall in applications for many courses and there was a need to convince the Council for National Academic Awards of the polytechnic's academic vitality.

Graham Packham, president of the students union, said he would be contacting other governors to press Dr Ross to convene the special meeting sooner than planned. He said that until an inquiry was held an ever-present threat hung over the polytechnic in the examination term.

It is understood that discussions have gone on within the Inner London Education Authority of the possibility of a golden handshake for Mr Miller. Outright dismissal would probably involve the ILA in protracted legal action. However, one legal opinion was that the ILA would be obliged to pay if it tried to negotiate a financial settlement with Mr Miller.

Grants may be cut, UGC hints

from page 1

announce grants for 1976-77 and wish to emphasize that they intend to revert to normal longer-term procedures as soon as possible. Indeed, I am writing consequentially about student numbers in 1981-82 as a preliminary to a revision to quinquennial planning. I am sorry that nothing can be said about furniture and equipment grants for 1975-76 but it is hoped to make a revised allocation by the end of May.

"The value of the grant must depend on the course of inflationary pressure in 1975. If, as must be the case, it moderates in a figure below the 8.2 per cent recorded in the Brown Index for January 1974 to January 1975, there will be no cut in the grant over that for the previous year.

"If inflation continues in 1975 at the rate experienced in 1974, the grant will represent in real terms only a nominal increase over that for 1974-75 and it will be inevitable that most of the economies instituted by that year will have to continue.

"The committee realize, of course, that universities are

already heavily committed in respect of the entry of 1975. This inevitably means that costs per student will be reduced in existing universities unless the rate of inflation is very much less than it was last year. The committee will hope to rectify disparity arising from different rates of growth in future years. Since the grants for 1976-77 have yet to be settled, it has not possible at present to say whether the level from which the next quinquennial settlement will start or the economic circumstances which will be the background to that settlement.

"The committee will do their utmost to ensure that the total resources available to the universities are adequate for their future tasks. Looking, as one is bound to do at present, at a situation where resources are extremely short, such a re-evaluation could, in an awful, simply reduction of commitments and/or some further pressure on the level of grant. It is possible to make the slowest rate of expansion, UGC evidence to the Select Committee on Science and Technology.

High Court rejects injunction plea

from Jane Headley

A High Court judge has rejected a request by Warwick University students' union for an injunction to be served on the university preventing further delays in the payment of grants.

The union presented the university with a writ last week following the hold up of grant payments since the start of term two weeks ago due to a student occupation of the university's administration centre and telephone exchange in protest against rent increases.

The union claim their occupation is being used as a pretext for non-payment as the finance office has been unaffected.

"The union had some doubts about access to the finance office which we believe are unreasonable and we shall be appealing," Mr Kasper de Graaf, student president, said after the hearing and students have voted overwhelmingly to continue the occupation.

"The university says grants are not being withheld deliberately and the strike has brought administration to a standstill. 'The finance office might be free but students must accept that people who come into the university in civil, cannot be asked to do so in the unhappy atmosphere of an occupation course,' said Colonel Robert North, the university's development officer.

"I expected the court's decision on the affidavit was taken out by people in unlawful occupation of the building in the first place. The continued occupation will mean grant cheques will remain unpaid and the whole examination structure will be gravely imperilled," he warned.

During the 20th students have returned about 200 documents from the university's estates office containing a recently completed £300,000 multi-storey car park which cannot be used until a £100,000 link road is built.

Planning permission was originally given for the park on the understanding that the link road would be ahead, but the University Grants Committee told the vice-chancellor, Dr John de la Beche, earlier this year that the money was not now available.

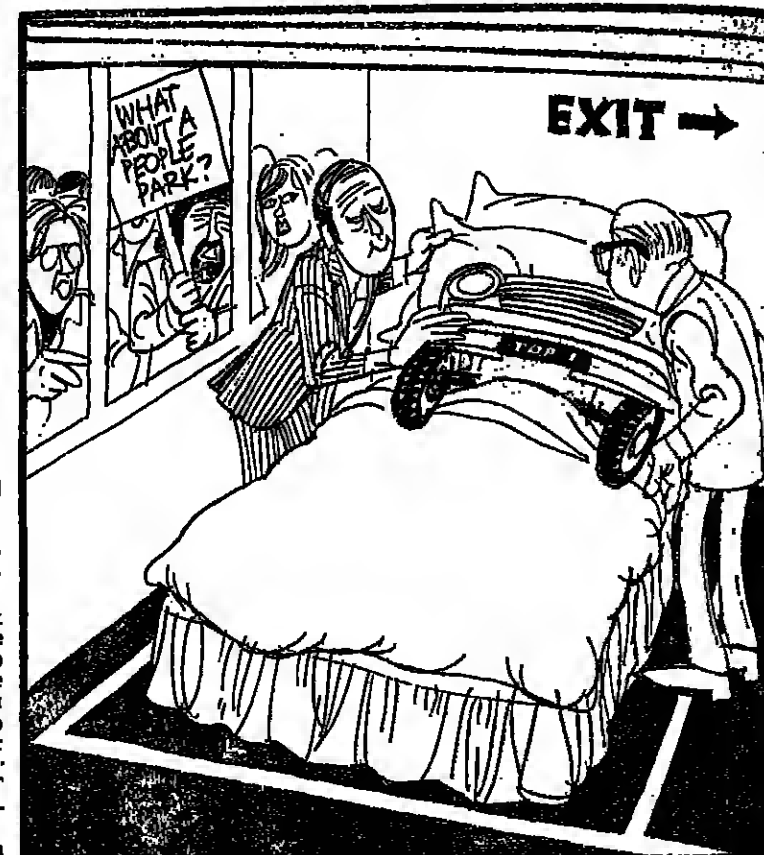
Mr de Graaf told a meeting of more than 500 students on Monday that copies of the document, together with a full report, had been presented to the university's governing body, the Association of University Teachers, Professor R. L. Shurmer-Dryden.

Students allege that the documents show that a letter of intent was sent to Cor Parking Limited, a construction firm, early in October 1973. The letter had provisional approval from the university's building and finance and general purposes committees but had not received approval from other university bodies.

They also allege the university council did not give its provisional approval to the project until November 6, when it asked that a paper setting out the case for the car park be circulated throughout the university. No such paper was circulated, however, the students claim, and by this stage the university was already under an obligation to proceed with the project.

On December 20, 1973, the UGC gave notice of drastic cuts in university building programmes and the link road was axed.

Students allege the documents show that university administrators overruled a council decision not to go ahead with the car park last May and that applications for planning permission continued, permission being refused on July 3, dependent



PARK-IN AT WARWICK

on the link road being built.

University solicitors are alleged to have told the estate officer on July 1, last year, that although a final decision has not been taken on the siting of the car park, the link road must proceed with reservation of steel for the project, the construction company having previously told the university that cancellations would be in the region of £85,000.

In their July 1 report the solicitors said the cancellation fees would amount to £85,000 but only a part of it. The next day the university council decided to proceed.

Students also claim that £11,000 given to the university by Warwickshire county council for the construction of student residences was used instead on the car park project.

Between 20 and 50 students at Kent occupied the university's central building this week in continuation of last term's protests about rent increases despite the union executive decision not to do so.

Strikes planned for action day

Day-long strikes by teachers at Leeds, Queens' Belfast, Leicester, Sussex and Ulster universities are planned for the day of action on Tuesday called by the Association of University Teachers in protest against the Government's attitude towards its salary claim. The AUT is demanding an 18 per cent increase backdated to October, 1974.

But at Bristol the AUT branch said this week that it took a poor view of the negotiations.

"They have dropped every catch that has rained their way. We have put a motion of censure on Laurie Sapper and the executive for the council meeting on May 16. It is not simply a threat, we mean it."

Dr Tim Hurrent, the Bristol branch secretary, said, "I am sure other universities will support a call for a national day of action but Mr Sapper had refused to make it official."

The London branch has called for a day's meeting at the Friends' Meeting House, Euston Road, and many London colleges are stopping work for a few hours to attend.

The Manchester branch has called for a strike and mass meetings.

Mr Laurie Sapper, general secretary of the AUT, said this week: "It is a sad reflection on the public being adopted by the Department of Education and Science that for the first time in living memory otherwise moderate and responsible educators and researchers are being driven to take such action. It is not so much the money involved in the salary talks now proceeding but the utter sense of unfairness and injustice to which dons have been subjected."

"Since 1973 university teachers have received 7 per cent and three-and-a-half per cent—some allowed under the lost Government legislation. In the same period the civil service, administrators and scientists have had 45 per cent, and non-university teachers have had 36 per cent with another 20-25 per cent to come from April 1."

"It seems to us that the DES is preaching the lesson to otherwise quite moderate groups of employees that the only way to get justice and equity is to use what sanctions they possess."

Exhibition to mark US independence

A major exhibition to mark the bicentenary of the American Declaration of Independence next year will take place at the National Maritime Museum, Greenwich, London. The exhibition, entitled "1776: The Year of Independence", will be held from April to October 1977.

A similar celebration to the Townshend and Chinese exhibitions, the exhibits are being loaned from museums and institutions from all over the world, and paintings alone will include works by Reynolds, Gainsborough, and Benjamin West. The exhibition will run from April to October 1977.

Lifelong learning examined by OU

The Open University is setting up a major investigation into its role in providing continuing education.

A 13 member committee chaired by Sir Peter Venables, who headed the original Government planning committee in the Open University, will begin to examine all aspects of the development of non-graduate courses at the end of May.

Sir Peter said: "The committee is likely to look at the development of adult education of similar courses by other bodies and consider what it can do in cooperation with them as well as what it may directly do in its own right in meeting the obligations of its charter."

The committee may issue a public invitation for written evidence and may subsequently take oral evidence, he said.

NEXT WEEK

Norman Hampson on Richard Cobb's new book.
Special politics section.
Bernard Celce on "No Man's Land" by Harold Pinter.
David Walker on The British Academy.
Universities' salaries: a reply.
Printed and published by the Newsprint and Paper Manufacturers' Association, 100, Abchurch Lane, London EC4N 3DF.

Higher Education SUPPLEMENT

May 9, 1975. No. 186

Price 12p

Mr Prentice condemns AUT pay protest

by David Walker

Direct action by university teachers on their pay claim was "irrelevant and unhelpful", Mr Prentice, Secretary of State for Education, said in the House of Commons on Tuesday, the day of action called by the Association of University Teachers.

The AUT executive which meets next Thursday is nevertheless under pressure to step up the campaign by holding up examinations marking and withdrawing academics from public bodies unless resolute negotiations on Wednesday between the university teachers and the Department of Education are fruitful.

Mr Prentice made clear that on claim of the university teachers could be backdated to 1974. Offers made in there were partly a ratcheting up operation with non-university teachers, and partly a cost of living increase to be negotiated nearer October.

He said: "University staff should regard the situation as giving them the opportunity for a much larger increase in October, 1975, than most people will get."

A source close to the negotiators, the Universities' Authorities Panel, said that the university teachers had been made an offer to run from October, 1975, which still left great disparities between the pay of a university and a polytechnic teacher.

Although a starting lecturer in a university would get roughly the same as a lecturer in a polytechnic—£2,300—a lecturer with about 14 years standing would get over £500 less than an equivalent polytechnic senior lecturer.

Such an offer would constitute a proportional settlement of about 10 per cent in the middle ranges of the salary grades. The DES is widely expected to have offered an average increase of 16 per cent with the possibility of a cost of living adjustment separately negotiated of up to 21 per cent.



AUT members on the march in Manchester this week.

'Remote' DES condemned for secrecy in OECD report

by David Dickson

Sharp criticism of the privatisation policy by civil servants in determining policy is contained in a report on education planning in Britain carried out on behalf of the Organisation for Economic Co-operation and Development.

The report criticizes the lack of participation by groups and individuals outside the Department of Education and Science in formulating policy, and the extent to which Government policy is presented as having no connection with wider social considerations.

It also lists various omissions from the 1972 White Paper, Education: A Framework for Expansion, and says that in a number of cases the omissions can be directly linked to procedures adopted by the department.

The full text of the report is published exclusively in *The Times* on pages 8 to 11.

The report was compiled by Mr Charles Frankel, professor of philosophy at Columbia University, Mr Relouit Joellouise, state secretary at the West German Ministry of Education and Science, and Mr Maurice Niveau, head of the Green committee, former of Grenoble University and chairman of the OECD education committee.

The three "examiners" were asked to limit their investigations to the long-term strategy for educational development in England and Wales as reflected in the White Paper.

The department also attempts to "understate as much as possible the full role of the Government in the determination of the future course of educational policy and even to minimise it in the eyes of the general public."

The White Paper and the planning effort that went into its preparation are seen as representing a most interesting and ambitious example of its kind, both in time scale and scope.

Admitting that they have concentrated on certain critical issues

Contents

Politics

James Douglas reviews "Political Choice in Britain" in a special section on politics books, pages 19 to 24

Ivor Crewe on Steven Lukes, page 21, and on Ph.D.s, page 5

No Man's Land

Bernard Crick reviews the new play by Harold Pinter at the National Theatre, page 17

British Academy

David Walker on a "star-spangled assembly of the great names of British scholarship", page 13

The Terror

Norman Hampson reviews "Paris and its Provinces" by Richard Cobb, page 16

Poetries

Is the hope which animates I. A. Richards irrelevant and dangerous?, page 18

Modern languages

More letters on the controversy about university language teaching, page 6

ATCDE

Appreciations of the late Stanley Hewett, pages 2, 3 and 32

Dan's diary

Letters

Noticeboard

Foreign news

Books

New jobs outpace new graduates

by Joanna Hollum

This year the largest increases among manufacturing industries are forecast for chemicals, metal manufacturing, electrical engineering, food and drink, coal and petroleum products. In the non-manufacturing industries the largest increase is forecast for professional and scientific services.

As public services were not included in the SOEC survey, the department's Unit for Manpower Studies made its own inquiries and concluded that there would be little change. In recent years the public services have recruited about one-third of all new graduates from universities joining employment in the United Kingdom.

There are likely to be 44,200 new graduates at first and higher degree levels from universities and colleges who will be available for employment in 1975.

Nine per cent more graduates will compete for 23 per cent more jobs vacancies this year than last, according to the Department of Employment Gazette.

Employers are, however, less optimistic than they were last year. The forecast vacancies are 11 per cent down on the number forecast for the same time last year in a similar survey by the Standing Conference of Employers of Graduates, who have given their results to the Department of Employment.

The department's article warns that forecasts may be inaccurate. In 1974 the forecast increase was 45 per cent but actual recruitment was up 4 per cent. Manufacturing industries achieved an increase of nearly 8 per cent against an expected 65 per cent increase.

and estimates issued by the Department of Education and Science.

About 22,500 of these graduates will be scientists, about 14,200 social scientists, and 7,500 arts graduates. Three quarters of all these will be men.

The number of graduates coming on to the market has grown by nearly 70 per cent since 1969 and women have increased their share from one-sixth in one-quarter. Although science has remained the largest of the three subject groups its share has fallen from 58 to 51 per cent of the total. Arts and social science have both almost doubled.

The 8 per cent increase in the numbers available for employment this year is about average. The number of women graduates is expected to increase by 15 per cent and men by 7 per cent.

Warwick seeks writ against students

from Jane Healdley

COVENTRY
The University of Warwick has applied for a High Court order for possession of Senate House, its administrative centre, and the telephone exchange, which have been occupied by students since the beginning of term three weeks ago.

Five members of the students' union, including the president, Kasper de Graal, and Miss Nita Boves, the secretary, were served with writs last Monday summoning them to a High Court hearing on Wednesday afternoon and their action during the occupation.

The occupation is in protest against rent increases in university accommodation. Since it began grant cheques have been withheld and the university warned recently that if Senate House was still occupied by May 12, postponement of examinations would be inevitable.

Despite the delay in payments of grant cheques and the threat to examinations, over 500 students voted to continue the occupation when they met on Monday to discuss the impending High Court hearing.

The university's attempt to split the students by withdrawing grant cheques and threatening to postpone examinations has simply not worked," said Miss Boves.

"Students are naturally worried about exams and the union shares their concern. Even though they are worried the majority of students are still supporting the demands of the occupation. If the students'

union voted in favour of ending the occupation then we would come out."

The university's application to the High Court had made students even more determined to present a united front and continue the occupation, Miss Boves added.

Council Robert Hornby, development officer at Warwick University and university spokesman on the occupation, said that examinations would be in serious danger of postponement if the occupation continued after May 12 and necessary administration work could not be implemented. This was one of the reasons application had been made for an order for possession of Senate House, he said.

"We are also finding it increasingly difficult to pay weekly staff while students are occupying the administration offices. And the vast majority of students new desperately want their grant cheques," Council Hornby added.

An order for possession would mean that by law students must leave the occupied premises. If they refused to do so the police could be brought in to enforce the order.

Last week a High Court hearing rejected an appeal by the students' union to serve an injunction on the university to prevent further delays in payment of grant cheques. From the start of the sit-in students have maintained that as the finance offices have been excluded from the occupation there is no reason why the university should delay payment of grants.

Students want £1 a day hall rents

Students picked the Department of Education and Science on Wednesday in protest against rising rents in polytechnics and colleges.

The students want the inter-Agency Payments Committee, which meets annually at Elizabeth House, London, to reduce rents at a number of colleges and polytechnics if they exceed £210 for a 30-week year. The committee, which met on Wednesday, fixed a "recommended rent" for colleges and polytechnics every year.

A spokesman for the National Union of Students said this week that the union had submitted a paper to the committee estimating £1 a day as a reasonable charge for a room and all meals. The NUS is asking the committee to reduce all rents to this level from September. But the committee is expected to recommend further increases.

The NUS is also asking for rents to be settled in local negotiations between student unions and individual colleges so that terms can be fixed for services and meals provided in addition to rent.

Students are expected to be increased at the end of the month. Negotiations between the NUS and the DES are nearing completion through a final sum has still to be fixed.

The NUS is asking for a 40 per cent increase which would raise rents to £845 for students outside London. The Government is expected to offer between £740 and £750 plus another £50 for students living in London.

Students are costing the Government £200m a year and any further increase will add between £40m and £50m to the bill.

Students from four British technical colleges will be going to Germany towards the end of the year to take part in the first community education project abroad run by the Central Bureau for educational visits and exchanges.

Described as a sandwich course in broader horizons, the scheme will take students from 18 to 25 years of age and is specifically directed towards the academically less well qualified. Those chosen will be well thought most likely to benefit from the experience. Aptitude for languages will not be a factor in the choice. The scheme will include those at technical colleges rather than polytechnics and academic dropouts will be eligible.

After a preliminary period of orientation, two groups of six students will go to Cologne this autumn for a period of six to eight months where they will be found jobs in department stores, shops, offices and hospitals. They will have regular group meetings and will be expected to undertake projects in their area.

The Central Bureau this week announced this year's range of publicans, including Working Holidays of House and Abroad, Young Visitors to Britain, 1975 and the spring issue of Higher Education Exchange.

Devolution in education to be discussed

To mark the tenth year of its publication, *The Times Educational Supplement* Scotland is sponsoring a one day conference on devolution in education.

The conference will be at Saturday, June 14, from 9.30 a.m. to 5.0 p.m. and Edinburgh University is making the George Square Theatre available for the occasion.

Kodak endows chair
A chair of interface science has been endowed at Imperial College, London, by Kodak Limited. The chair will be established in the college's department of chemical engineering and chemical technology, and its field of study will be concerned with the interfaces that occur between solids, liquids and gases.

Czech socialism debate
Professor Edward Goldschmidt, former Professor of Czech History, Prague, is to address a meeting on Socialism and the Czechoslovak experience at the Polytechnic of North London, Renshaw Tower.

Four universities urged to apply for new law schools

The universities of East Anglia, Lancaster, York and Essex have been told by the University Grants Committee that they should include proposals for law schools in their 1977/82 quinquennial submissions.

The UGC survey for 1973/74, published this week, says that although expansion of the present law schools would meet the needs of the legal profession, the need for law places should not be limited only by their consideration.

"In view of the strong demand for places in law, the working assumption was that there was a case for further expansion and room within it for the establishment of some new law schools."

It warns, however, that the four universities can only have law schools if demand for places remains strong and if places for 1981-82 do not have to be drastically revised.

In a survey, which is chiefly a measure of the continuing measures the committee has taken to stave off financial disasters in the universities over the past two years, the UGC records that at the beginning of the autumn term, 1973, there were 198,572 full-time undergraduates in British universities and 1,156 postgraduates. This marked an increase of 1.6 per cent on the comparable figure for autumn, 1972.

It urges an improvement in grading of posts and salary scales. "Challenges and job satisfaction will be of limited value unless staff feel that the monetary rewards and prospects meet their aspirations and it is essential that the administrative structure is such that posts requiring special and professional qualifications can compete with teaching and other professions."

An imbalance between the rewards for teaching and non-teaching staff and between the sections of the non-teaching establishment can only hinder the development of the new institution.

One large department ran a pilot admissions scheme last year which transferred to the registrar's department all the administration, except recruitment and recruitment, except recruitment and recruitment, except recruitment.

The success of the scheme and the publicized relief of teaching staff have resulted in three further departments requesting similar involvement for 1974/75.

Industrial vacancies up 22.8 per cent
Analysis of SCOEG survey of graduate vacancies for 1975, by industry

Industry Number of vacancies 1974 actual 1975 forecast Increase/decrease 1975 over 1974

Agriculture, forestry and fishing Mining and quarrying 217 200 -7.8

Food, drink and tobacco 247 375 +51.8 Coal and petroleum 342 480 +39.5 Chemical and allied industries 570 1,032 +46.2 Metal manufacture 571 718 +25.4

Mechanical engineering 120 187 +55.8 Instrument engineering 122 130 +6.6 Electrical engineering 1,655 2,081 +25.7

Shipbuilding and marine engineering 558 631 +12.9 Vehicles 85 117 +37.8 Metal goods 175 218 +22.7

Laithers, leather goods and fur Clothing and footwear 6 7 +16.7 Bricks, pottery, glass, cement 107 141 +31.2

Paper, printing and publishing 80 125 +56.3 Other manufacturing industries 35 63 +80.0

Construction 72 80 +11.1 Gas, electricity 26 47 +80.0

Transport and communications 912 999 +9.5 Distributive trades 208 243 +16.3 Insurance, banking, finance, etc 553 1,000 +80.0

Professional and scientific services 942 1,229 +30.5 Miscellaneous services 12 14 +16.7

Public administration and defence Not included in analysis

It goes on to say that the expected figure at the time of the quinquennial settlement rises 2.8 per cent higher than the 1974 figure.

At the same time there were 3,567 professors, 6,813 readers and senior lecturers and 19,173 lecturers and assistant lecturers.

The survey records that high alumina cement has been used in the construction of more than 70 university buildings and the Bennett Building at Leicester University began to collapse in June, 1973, in first British building to suffer damage through the use of the cement.

The survey notes that new procedures have been established to allow both the universities and the committee to match the provision of buildings to student numbers.

The survey notes: "With the aid of the new procedure it should be possible for the committee to carry out its responsibilities, for the development of the universities as a whole, more effectively, more flexibly and with a better knowledge of the implications of each decision."

At the same time, the new system should make it possible to leave considerably more freedom to the universities to plan individual projects in their own way, without dictation of prescription of areas and functions by means of UGC "plans".

Cmd 6034, HMSO, 26p.

Stanley Hewett: able altruist in era of college decline

by David Hencke

Mr Stanley Hewett, general secretary of the Association of Teachers in Colleges and Departments of Education and a key figure in the reorganization of teacher training, collapsed and died in his office last Thursday.

Mr Hewett, who was 49, had served his association for five years. Tributes from friends and colleagues this week praised his distinguished and altruistic service, his ability and humanity. A memorial meeting is being arranged in London by the ATCDE and the London University Institute of Education.

His death has come as a shock to all who knew and worked with him. Although he was facing a difficult task in negotiating the future of 155 colleges and the 11,000 staff, he had shown no signs of strain and talked confidently of a new era for the teacher training profession.

Mr Hewett was the son of an Oxfordshire estate worker. He was educated at Thame Grammar School and held teaching posts in London primary and secondary schools after training at Borough Road College, Isleworth and Carnegie College, Leeds.

He took up his first lecturing post in physical education in the College of St Mark and St John, Chelsea when he was only 25. He spent three years studying part-time at Birkbeck College, London University and graduated with a first class honours degree in English.

A close friend described him as a "brilliant student, full of bookishness. He had absolute purity, great friendliness, industry, a droll sense of humour and was a brilliant raconteur."

In 1960 Mr Hewett moved to Nottingham College of Education as a senior lecturer in English. He was appointed principal and head of department the following year and took an active part in the ATCDE.

Mr Malcolm Lee, chairman of the ATCDE, who was also a member of the same branch, remembers Mr Hewett as a person who already stood out among his colleagues for his grasp of detail and knowledge of complicated issues.

It was quite clear at that time that Mr Hewett was a potential chairman of the association," he said.

In 1970 he became the association's general secretary at a time of great expansion in teacher training places. But instead of negotiating the continued expansion of teacher education, he found himself with the difficult task of negotiating his decline. Yet his stature and ability became more apparent as his task became more difficult. Many of his colleagues saw in the association's evidence to James, and in detailed negotiations with the DES, Mr Hewett's flair for detail and skill in negotiating solutions in difficult circumstances.

The Times described Mr Hewett as a distinguished professional who would be remembered for his intellectual gifts, his accomplished and skilful riposte.

"He was a remarkable man. He served his association with himself teaching profession with himself



Mr Stanley Hewett

his grasp of detail and knowledge of complicated issues.

It was quite clear at that time that Mr Hewett was a potential chairman of the association," he said.

In 1970 he became the association's general secretary at a time of great expansion in teacher training places. But instead of negotiating the continued expansion of teacher education, he found himself with the difficult task of negotiating his decline. Yet his stature and ability became more apparent as his task became more difficult. Many of his colleagues saw in the association's evidence to James, and in detailed negotiations with the DES, Mr Hewett's flair for detail and skill in negotiating solutions in difficult circumstances.

The Times described Mr Hewett as a distinguished professional who would be remembered for his intellectual gifts, his accomplished and skilful riposte.

"He was a remarkable man. He served his association with himself teaching profession with himself

his grasp of detail and knowledge of complicated issues.

It was quite clear at that time that Mr Hewett was a potential chairman of the association," he said.

In 1970 he became the association's general secretary at a time of great expansion in teacher training places. But instead of negotiating the continued expansion of teacher education, he found himself with the difficult task of negotiating his decline. Yet his stature and ability became more apparent as his task became more difficult. Many of his colleagues saw in the association's evidence to James, and in detailed negotiations with the DES, Mr Hewett's flair for detail and skill in negotiating solutions in difficult circumstances.

The Times described Mr Hewett as a distinguished professional who would be remembered for his intellectual gifts, his accomplished and skilful riposte.

"He was a remarkable man. He served his association with himself teaching profession with himself

his grasp of detail and knowledge of complicated issues.

It was quite clear at that time that Mr Hewett was a potential chairman of the association," he said.

In 1970 he became the association's general secretary at a time of great expansion in teacher training places. But instead of negotiating the continued expansion of teacher education, he found himself with the difficult task of negotiating his decline. Yet his stature and ability became more apparent as his task became more difficult. Many of his colleagues saw in the association's evidence to James, and in detailed negotiations with the DES, Mr Hewett's flair for detail and skill in negotiating solutions in difficult circumstances.

The Times described Mr Hewett as a distinguished professional who would be remembered for his intellectual gifts, his accomplished and skilful riposte.

"He was a remarkable man. He served his association with himself teaching profession with himself

his grasp of detail and knowledge of complicated issues.

It was quite clear at that time that Mr Hewett was a potential chairman of the association," he said.

In 1970 he became the association's general secretary at a time of great expansion in teacher training places. But instead of negotiating the continued expansion of teacher education, he found himself with the difficult task of negotiating his decline. Yet his stature and ability became more apparent as his task became more difficult. Many of his colleagues saw in the association's evidence to James, and in detailed negotiations with the DES, Mr Hewett's flair for detail and skill in negotiating solutions in difficult circumstances.

The Times described Mr Hewett as a distinguished professional who would be remembered for his intellectual gifts, his accomplished and skilful riposte.

Graduates want automatic registration for PhD

by David Dickson

Postgraduate students at Leeds University have criticized proposals on the future of postgraduate education prepared by a working party at the university.

While accepting the recommendation that research students "are demonstrably doing a job" and should therefore be given employee status, the postgraduates have rejected the proposal that registration for a PhD be optional, suggesting instead that it be automatic.

They also criticize the suggestion that overseas students should pay for the full cost of their research training, arguing that if research students are employees, they should not have to pay for the privilege of working for the university.

The working party's recommendations have been submitted to the senate as a possible basis for the university's submission to a Committee of Vice-Chancellors and Principals group studying postgraduate education.

The postgraduates' criticisms are made in a document that has been circulated by the committee of the Association of Scientific, Technical and Managerial Staffs.

Commenting on the working party's proposals, the document says: "The postgraduate should be employed for six years or so if all goes well," the postgraduates demand six years' guaranteed employment with the opportunity to opt out at will.

The document also says: "It is not in science, said: 'It was not in results which were of value but the by-product knowledge and expertise he needs to assimilate and continually extend in order to carry out his research activities.'"

He suggested that more emphasis on "strategic" research by university scientists would conserve the quality of the national scientific effort and increase the contribution of research towards achieving national goals.

Dr Ron Johnston, of the university's department of liberal studies

in science, said: "It was not in results which were of value but the by-product knowledge and expertise he needs to assimilate and continually extend in order to carry out his research activities.""

He suggested that more emphasis on "strategic" research by university scientists would conserve the quality of the national scientific effort and increase the contribution of research towards achieving national goals.

Dr Ron Johnston, of the university's department of liberal studies

in science, said: "It was not in results which were of value but the by-product knowledge and expertise he needs to assimilate and continually extend in order to carry out his research activities.""

He suggested that more emphasis on "strategic" research by university scientists would conserve the quality of the national scientific effort and increase the contribution of research towards achieving national goals.

Dr Ron Johnston, of the university's department of liberal studies

in science, said: "It was not in results which were of value but the by-product knowledge and expertise he needs to assimilate and continually extend in order to carry out his research activities.""

He suggested that more emphasis on "strategic" research by university scientists would conserve the quality of the national scientific effort and increase the contribution of research towards achieving national goals.

Dr Ron Johnston, of the university's department of liberal studies

in science, said: "It was not in results which were of value but the by-product knowledge and expertise he needs to assimilate and continually extend in order to carry out his research activities.""

He suggested that more emphasis on "strategic" research by university scientists would conserve the quality of the national scientific effort and increase the contribution of research towards achieving national goals.

Dr Ron Johnston, of the university's department of liberal studies

in science, said: "It was not in results which were of value but the by-product knowledge and expertise he needs to assimilate and continually extend in order to carry out his research activities.""

Bringing research news to industry

Manchester University is to publish a quarterly newsletter informing local industrial and commercial organizations of research being carried out in the university.

The newsletter, Contact, is to be published by the university's Research Consultancy Service, which was set up to develop contact between research workers and industry.

Dr Ron Johnston, of the university's department of liberal studies

in science, said: "It was not in results which were of value but the by-product knowledge and expertise he needs to assimilate and continually extend in order to carry out his research activities.""

He suggested that more emphasis on "strategic" research by university scientists would conserve the quality of the national scientific effort and increase the contribution of research towards achieving national goals.

Dr Ron Johnston, of the university's department of liberal studies

in science, said: "It was not in results which were of value but the by-product knowledge and expertise he needs to assimilate and continually extend in order to carry out his research activities.""

He suggested that more emphasis on "strategic" research by university scientists would conserve the quality of the national scientific effort and increase the contribution of research towards achieving national goals.

Dr Ron Johnston, of the university's department of liberal studies

in science, said: "It was not in results which were of value but the by-product knowledge and expertise he needs to assimilate and continually extend in order to carry out his research activities.""

He suggested that more emphasis on "strategic" research by university scientists would conserve the quality of the national scientific effort and increase the contribution of research towards achieving national goals.

Dr Ron Johnston, of the university's department of liberal studies

in science, said: "It was not in results which were of value but the by-product knowledge and expertise he needs to assimilate and continually extend in order to carry out his research activities.""

He suggested that more emphasis on "strategic" research by university scientists would conserve the quality of the national scientific effort and increase the contribution of research towards achieving national goals.

Dr Ron Johnston, of the university's department of liberal studies

in science, said: "It was not in results which were of value but the by-product knowledge and expertise he needs to assimilate and continually extend in order to carry out his research activities.""

He suggested that more emphasis on "strategic" research by university scientists would conserve the quality of the national scientific effort and increase the contribution of research towards achieving national goals.

Dr Ron Johnston, of the university's department of liberal studies

in science, said: "It was not in results which were of value but the by-product knowledge and expertise he needs to assimilate and continually extend in order to carry out his research activities.""

He suggested that more emphasis on "strategic" research by university scientists would conserve the quality of the national scientific effort and increase the contribution of research towards achieving national goals.

Dr Ron Johnston, of the university's department of liberal studies

in science, said: "It was not in results which were of value but the by-product knowledge and expertise he needs to assimilate and continually extend in order to carry out his research activities.""

He suggested that more emphasis on "strategic" research by university scientists would conserve the quality of the national scientific effort and increase the contribution of research towards achieving national goals.

Dr Ron Johnston, of the university's department of liberal studies

in science, said: "It was not in results which were of value but the by-product knowledge and expertise he needs to assimilate and continually extend in order to carry out his research activities.""

Announcing

A new international journal:

ALTERNATIVES

A Journal for World Policy

General Editor: RAJINI KOTHARI, Delhi, India

Contents of the first issue (May 1975):

Editorial Statement - Rajini Kothari

Zimbabwe's liberation from self-reliance - Nathan M. Shanyayara

What's wrong with Henry Kissinger's foreign policy? - Richard A. Falk

Alternatives in technology - E. F. Schumacher

World energy dynamics 1969-1980 - Joshua Goldstein

Development: the third way - Jimoh Oso-Fadeka

Measuring world development - I. Galtung, et al.

1975: Volume 1 in 4 Issues

Institutional subscriptions: US \$41.70/Dfl. 98.00

Personal subscriptions: US \$17.45/Dfl. 41.00

A new series sponsored by the Institute for World Order:

WORLD ORDER MODELS PROJECT

Preferred Worlds for the 1990's

Just published:

Projections into the Future

by R. Kohn

1975, 198 pages, US \$8.75/Dfl. 20.50

In preparation:

On the Creation of a New World Order

edited by Saul H. Moushynsky, New York

1975, about 270 pages, Paperback: US \$14.75/Dfl. 35.00

A World Federation of Cultures - An African Perspective

by Ali A. Mazrui, Michigan

1975, about 325 pages

Clothbound: US \$31.25/Dfl. 75.00; Paperback: US \$20.95/Dfl. 50.00

A Study of Future Worlds

by Richard A. Falk, Princeton

1975, about 345 pages

Clothbound: US \$33.50/Dfl. 80.00; Paperback: US \$22.95/Dfl. 55.00

The Two Worlds - A Transnational Perspective

by Johan Galtung, Oslo

1975, about 350 pages



HIGHER EDUCATION SUPPLEMENT
New Printing House Square, London WC1X 8EZ. Telephone 01-837 1234

The secret life of our cloistered masters

Until the Department of Education and Science has been able to comment on the report by the Organisation for Economic Co-operation and Development, a restricted document which is published in full on pages 8 to 11 of *The Times* this week, it is difficult to comment fairly on its criticisms of British educational planning.

There were, for instance, valid reasons why Education: a Framework for Expansion, the White Paper of 1972, omitted any consideration of primary and secondary education or the needs of the 16 to 19 age group in adult education.

The White Paper was put together simply because three major educational policies—an extension of nursery education, the reorganisation of colleges of education, and the university programme—were being considered simultaneously within the DES and the Department had the unusually inauspicious idea of presenting them together in one document. The parts of which, such as chapter 12 on After School and Beyond, were brilliant, and some, such as the introduction of the Diploma of Higher Education, were, at least for British, original and radical.

The British Civil Service is also justifiably sceptical of the grand designs that are often the hallmark of international agencies whose civil servants have no day to day responsibilities for running an education service and who can, therefore, dream their dreams in their Peruvian livery without any of the difficulties of implementation. The British are pragmatic, not visionaries, and there are sound arguments for British pragmatism.

The OECD examiners pay tribute to the professional neutrality of the British Civil Service and its strong tradition of discipline, fidelity and morale. They respect its power. The influence of our civil servants, they say, is at least equal to that of ministries of education that enjoy for a time sweeping constitutional authority. They also acknowledge the "unusually responsible" way in which the DES set about its planning (but which it shrouds with secrecy).

At least one interpretation of this report is worth noting as a later judgment. It can be distilled from three paragraphs:

"The feeling exists strongly within the Department that when it comes to planning leading to policy decisions for which resources have to be secured and allocated, internal methods, utilised by senior officials, are superior to highly-structured formal procedures which invite half-baked and politically-incorrect opinions, and associated demagoguery, confrontation and publicity battles, leading to a lot of waste of time."

"The United Kingdom offers an example of educational planning to which the structures for ensuring public participation are limited. This has at least two consequences. One is that in certain cases policy is less likely to be understood and therefore less likely to be wholeheartedly accepted when the proposals lead up to its formalisation or guarded as arcane secrets. The second is that goals and priorities, once established, may go on being taken for granted and less likely to be subject to regular scrutiny, which may be necessary for an appropriate re-examination of policy."

"The British economy has moved in the development. To the extent that this is due to educational inadequacies, for example in the curriculum, the training of teachers and managers at the higher levels of skill, large changes of a fundamental structural kind will be needed. The question then arises as to whether the DES is equipped to do this."

Yugoslav academics from Mr. J. D. H. Downing and others. — We wish to protest against recent interference in academic and intellectual freedom by the Yugoslav, Serbian and Croatian governments. Their actions have included the dismissal of eight internationalists from the University of Belgrade.

Yugoslav academics from Mr. J. D. H. Downing and others.

— We wish to protest against recent interference in academic and intellectual freedom by the Yugoslav, Serbian and Croatian governments. Their actions have included the dismissal of eight internationalists from the University of Belgrade.

LETTERS TO THE EDITOR

University language teaching

from Professor F. W. J. Hemmings
Sir—The ill-tempered tone of Professor Agor's riposte to Professor Charlton's letter (*THES*, May 2) suggests that somebody has got touched on the raw. At the risk of appearing a *banderillero* to Professor Charlton's matador, may I be allowed to press home two points.

It is doubtful whether the business of learning to be an interpreter or simultaneous translator could be allowed to use up three or four of the best years of a young man or a young woman's life.

The necessary training can probably be given more quickly and quite as efficiently by means of shorter postgraduate courses. What I am saying is that undergraduate courses in the modern languages ought never to be more than semi-vocational.

To get the matter into perspective, one needs to contrast the situation with that of our universities' medical schools, whose products are in much greater worldwide demand, and whose syllabuses need no padding to fill up a five-year course.

Professor Agor seems to imply that he does not train interpreters, and of course one accepts this, while remaining furious about what he does in fact do at Aston.

But remembering some of the conversations I have had with sixth-formers currently applying for entry into modern-language courses, I would guess that it is not unknown for careers advisers in schools to encourage the best of their linguists to entertain glamorous visions of a future in the conference halls of Brussels where they will be rendering the imperishable words of world statesmen into impeccable French, English and German.

Those school-leavers who seek entry into universities in order to follow an undergraduate course in French have acquired, at the cost of a fairly considerable mental effort sustained over a number of years, a certain proficiency in the language which allows them gradual access to one of the two most profound, varied, and stimulating modern literatures in the world.

To equip them at school to embark on university courses in French and then withhold from them the opportunity to explore this literature as fully as one can to three years is like presenting them with

corps of fellow countrymen who greatly contribute to the maintenance of academic standards amongst the students.

There is a great deal of mutual respect between university and polytechnic staff and I would like to make a strong plea that relations are not spoiled by this salary issue. We want the universities to be treated properly, but there is no doubt, but we cannot accept that, on an educational basis, polytechnics are inferior or less intense than those done in the universities.

If salary comparisons are to be made, then I suggest that, as pointed out by another correspondent, the Civil Service would be a much more rewarding field! Yours sincerely, JOHN BARNES, Branch chairman, Association of Polytechnic Teachers, Kingston Polytechnic.

from Dr T. D. Hemmings
Sir—The job of a university lecturer is to engage in research and teaching, and to teach in the context of research.

Some polytechnic teachers and indeed some schoolteachers may do this, and some university lecturers may not do this, but the issue is not one of individual competence. It is a matter of what the particular job, of its nature, demands.

Dr Trevis (*THES*, May 2) simply fails to consider what is meant by "to do what university teachers do". We do not just teach, at whatever level. Some of us were trained in the knowledge that there was a difference between a difference of kind, and a difference of degree, and we have not lost that knowledge.

In answer to the remarks about polytechnic teachers going on MSC courses, many of those people never had the chance of a university career, even though they had the necessary ability. It is largely due to their continued willingness to learn and work of the same time that they have got to their present position. And what would happen to many

a key in a door which one then rametlessly hits from the inside. Yours faithfully, F. W. J. HEMMINGS, Professor of French, Leicester University.

from Professor Donald Charlton
Sir—Professor Agor (*THES*, May 2) is stronger on emotion than relevance to my comments on vocational language courses.

On the York report, let Frances Gibb's summary (*THES*, April 18) arbitrate: "In industry, ability in a foreign language was seen as an auxiliary rather than primary qualification. The total number of posts requiring language qualifications was small."

In striking contrast, Professor Agor's own undergraduate prospectus (1974/75, page 83) alleges: "Many industrial, commercial and administrative organisations now recruit staff especially for linguistic roles in interpreting and translation and this type of occupation will increase..."

Such statements by Aston and similar institutions very seriously mislead the young and the over-enthusiastic of such courses creates waste of public money and disillusion in students solicited by them.

He claims his "institutions" courses are not "background" but "foreground". His prospectus describes them as "contextual studies that is, studies of the context of usage of the particular language."

This can only seem mere "background" for those, like myself, committed to a French studies provision, thoroughly prepared for the first year of courses taken by specialists in French politics, society, history and philosophy, taught and examined by our students in the relevant departments.

Professor Agor shows he fails to grasp my basic view when he refers to his and my "approaches to language learning". His concero may indeed be with vocational "language learning"—for, I reiterate, largely non-existent vocations.

Mine, however, is with the difficult, humanizing, mind-developing study of a foreign civilization of which his languages is certainly a fundamental determining part.

One could derive a history of French thought say from the changing meanings of French words, but hardly by skimming to language labo-

talk of comparability, let us at least make sure that all the relevant factors are included. Yours faithfully, T. D. HEMMINGS, Admissions Officer, Bristol University.

from Mrs J. V. Potts
Sir—As the wife of a university lecturer I deplore some of the attitudes to the current university salaries campaign expressed in your columns.

To Mr Bridger (*THES*, May 2) the salary may be 100 per cent bonus. It barely supports us in a very modest life-style.

Dr Trevis (*THES*, May 2) argues that polytechnic lecturers must be paid the rate for the job. I quite agree, but is it too much to ask the university lecturers should be paid the same rate for the job?

Yours faithfully, J. V. POTTS, 1, York Road, South Norwood, London.

from Mr T. Robertson
Sir—Your Correspondent from

Weymouth, Mr P. R. Bridger (*THES*, May 2), gave us an example of the benefits of a classical education in his references to Plato and Socrates.

I suspect, however, that he is a heart a true disciple of Diogenes and that his letter was an oxymoron of the elevated.

He should, remember, however, that in parading his erudition, that others not quite so perceptive might just take him seriously, and put to an end his decent living by continuing the erosion of the monthly bonus pay envelope.

What once seemed inconsequential now seems precisely how people do go on. He has taught us to accept that we usually come in on the middle of any story, happening, event or other person's life: we learn more if we do not hold things up by sending the script back to be rewritten so that we will be told at the beginning precisely what everyone is and what has happened before we came in (as if we ever know), and we no longer expect, of course, happy endings, or even clear and resolved ones.

Our relationships with other peoples' worlds are largely accidental, but this does not render them meaningless. Consider a street accident (the metaphor is Pinter's own): the situation creates certain relationships; we can see, clearly or less clearly, what probably happened and what is happening, may even guess at certain outcomes; but we can take all this in, be affected and moved without demanding a biography of everyone involved; and we may linger without any guarantee of knowing, perhaps without the least desire to know, what happens to them all afterwards.

Pinter has created a new sensibility. We say "Pinteresque" when some ordinary, inconsequential cliché appears to carry some deeper import than its literal meaning, or when a colloquial meaning is suddenly taken very disturbingly literally. Each of his major plays has contained at least one sustained flight of cliché turned fantastical, like Mick's hopeful vision of the astronaut's bleak veneer of the Carutaker or Duff's of the port-fectly kept beer in No Man's Land.

One could derive a history of French thought say from the changing meanings of French words, but hardly by skimming to language labo-

talk of comparability, let us at least make sure that all the relevant factors are included. Yours faithfully, T. D. HEMMINGS, Admissions Officer, Bristol University.

from Mrs J. V. Potts
Sir—As the wife of a university lecturer I deplore some of the attitudes to the current university salaries campaign expressed in your columns.

To Mr Bridger (*THES*, May 2) the salary may be 100 per cent bonus. It barely supports us in a very modest life-style.

Dr Trevis (*THES*, May 2) argues that polytechnic lecturers must be paid the rate for the job. I quite agree, but is it too much to ask the university lecturers should be paid the same rate for the job?

Yours faithfully, J. V. POTTS, 1, York Road, South Norwood, London.

from Mr T. Robertson
Sir—Your Correspondent from

Weymouth, Mr P. R. Bridger (*THES*, May 2), gave us an example of the benefits of a classical education in his references to Plato and Socrates.

I suspect, however, that he is a heart a true disciple of Diogenes and that his letter was an oxymoron of the elevated.

He should, remember, however, that in parading his erudition, that others not quite so perceptive might just take him seriously, and put to an end his decent living by continuing the erosion of the monthly bonus pay envelope.

Yours faithfully, J. V. POTTS, 1, York Road, South Norwood, London.

from Mr T. Robertson
Sir—Your Correspondent from

Weymouth, Mr P. R. Bridger (*THES*, May 2), gave us an example of the benefits of a classical education in his references to Plato and Socrates.

I suspect, however, that he is a heart a true disciple of Diogenes and that his letter was an oxymoron of the elevated.

He should, remember, however, that in parading his erudition, that others not quite so perceptive might just take him seriously, and put to an end his decent living by continuing the erosion of the monthly bonus pay envelope.

Yours faithfully, J. V. POTTS, 1, York Road, South Norwood, London.

from Mr T. Robertson
Sir—Your Correspondent from

Weymouth, Mr P. R. Bridger (*THES*, May 2), gave us an example of the benefits of a classical education in his references to Plato and Socrates.

I suspect, however, that he is a heart a true disciple of Diogenes and that his letter was an oxymoron of the elevated.

He should, remember, however, that in parading his erudition, that others not quite so perceptive might just take him seriously, and put to an end his decent living by continuing the erosion of the monthly bonus pay envelope.

We have all come a long way since the first London performance in 1953 of *The Birthday Party* at the old Lyric Theatre, Hammersmith, collapsed after a week, hammered by the critics. Now almost every critic agrees that Pinter is the best playwright writing in the English language. What once seemed so obscure now seems so resonant.

On one point we agree. While our own applications have risen this year, despite a national decline in university places, the number of applications for places in our department has been held back by lack of students. Of Professor Agor's imagination I defer to the "traditional" syllabus, but it could develop into a deeply regrettable setback for scholarship. I arises in good part (though not wholly, my previous letter argued from such vestigially misleading prospectus claims as his).

Professor Agor should study the evidence in Dr Burstall's study of primary school French to which I referred. It discredits his assumption that his "modern" methods are superior to the older; the more intelligent pupils prefer the older but the effectiveness of both is largely determined by "time spent" and "motivation".

The rest of his letter attributes me views I do not remotely express or hold nor contributes to what should be a serious discussion and clichés as "out of the Middle Ages" and "aristocratic ivory towerism" set at odds with the *Black Papers* and "old national gauleiters" who want us to "goose step" as they throw "a demic mud". Does such a thing as pass for argument at Aston?

Goose-step—from a professor on a highly important subject really! Yours faithfully, DONALD CHARLTON, Professor of French Studies, Warrick University.

from Mr J. A. Henderson
Sir—Professor Agor's spirited case for a modern approach to modern languages (*THES*, May 2) effectively demolishes the surplusage of modernist views put forward by Professor Charlton. Perhaps it is just a coincidence, but I now also feel have a better understanding of a item listed in the latest catalogue of a well-known academic publisher: *Fragment of an Early French Tenth Century Gyn of Warwick*.

Yours faithfully, J. A. HENDERSON, Senior lecturer in French studies, Modern Languages Centre, University of Bradford.

from Mr J. A. Henderson
Sir—Professor Agor's spirited case for a modern approach to modern languages (*THES*, May 2) effectively demolishes the surplusage of modernist views put forward by Professor Charlton. Perhaps it is just a coincidence, but I now also feel have a better understanding of a item listed in the latest catalogue of a well-known academic publisher: *Fragment of an Early French Tenth Century Gyn of Warwick*.

Yours faithfully, J. A. HENDERSON, Senior lecturer in French studies, Modern Languages Centre, University of Bradford.

from Mr J. A. Henderson
Sir—Professor Agor's spirited case for a modern approach to modern languages (*THES*, May 2) effectively demolishes the surplusage of modernist views put forward by Professor Charlton. Perhaps it is just a coincidence, but I now also feel have a better understanding of a item listed in the latest catalogue of a well-known academic publisher: *Fragment of an Early French Tenth Century Gyn of Warwick*.

Yours faithfully, J. A. HENDERSON, Senior lecturer in French studies, Modern Languages Centre, University of Bradford.

from Mr J. A. Henderson
Sir—Professor Agor's spirited case for a modern approach to modern languages (*THES*, May 2) effectively demolishes the surplusage of modernist views put forward by Professor Charlton. Perhaps it is just a coincidence, but I now also feel have a better understanding of a item listed in the latest catalogue of a well-known academic publisher: *Fragment of an Early French Tenth Century Gyn of Warwick*.

Yours faithfully, J. A. HENDERSON, Senior lecturer in French studies, Modern Languages Centre, University of Bradford.

from Mr J. A. Henderson
Sir—Professor Agor's spirited case for a modern approach to modern languages (*THES*, May 2) effectively demolishes the surplusage of modernist views put forward by Professor Charlton. Perhaps it is just a coincidence, but I now also feel have a better understanding of a item listed in the latest catalogue of a well-known academic publisher: *Fragment of an Early French Tenth Century Gyn of Warwick*.

Yours faithfully, J. A. HENDERSON, Senior lecturer in French studies, Modern Languages Centre, University of Bradford.

from Mr J. A. Henderson
Sir—Professor Agor's spirited case for a modern approach to modern languages (*THES*, May 2) effectively demolishes the surplusage of modernist views put forward by Professor Charlton. Perhaps it is just a coincidence, but I now also feel have a better understanding of a item listed in the latest catalogue of a well-known academic publisher: *Fragment of an Early French Tenth Century Gyn of Warwick*.

Yours faithfully, J. A. HENDERSON, Senior lecturer in French studies, Modern Languages Centre, University of Bradford.

from Mr J. A. Henderson
Sir—Professor Agor's spirited case for a modern approach to modern languages (*THES*, May 2) effectively demolishes the surplusage of modernist views put forward by Professor Charlton. Perhaps it is just a coincidence, but I now also feel have a better understanding of a item listed in the latest catalogue of a well-known academic publisher: *Fragment of an Early French Tenth Century Gyn of Warwick*.

Yours faithfully, J. A. HENDERSON, Senior lecturer in French studies, Modern Languages Centre, University of Bradford.

from Mr J. A. Henderson
Sir—Professor Agor's spirited case for a modern approach to modern languages (*THES*, May 2) effectively demolishes the surplusage of modernist views put forward by Professor Charlton. Perhaps it is just a coincidence, but I now also feel have a better understanding of a item listed in the latest catalogue of a well-known academic publisher: *Fragment of an Early French Tenth Century Gyn of Warwick*.

Yours faithfully, J. A. HENDERSON, Senior lecturer in French studies, Modern Languages Centre, University of Bradford.

from Mr J. A. Henderson
Sir—Professor Agor's spirited case for a modern approach to modern languages (*THES*, May 2) effectively demolishes the surplusage of modernist views put forward by Professor Charlton. Perhaps it is just a coincidence, but I now also feel have a better understanding of a item listed in the latest catalogue of a well-known academic publisher: *Fragment of an Early French Tenth Century Gyn of Warwick*.

Yours faithfully, J. A. HENDERSON, Senior lecturer in French studies, Modern Languages Centre, University of Bradford.

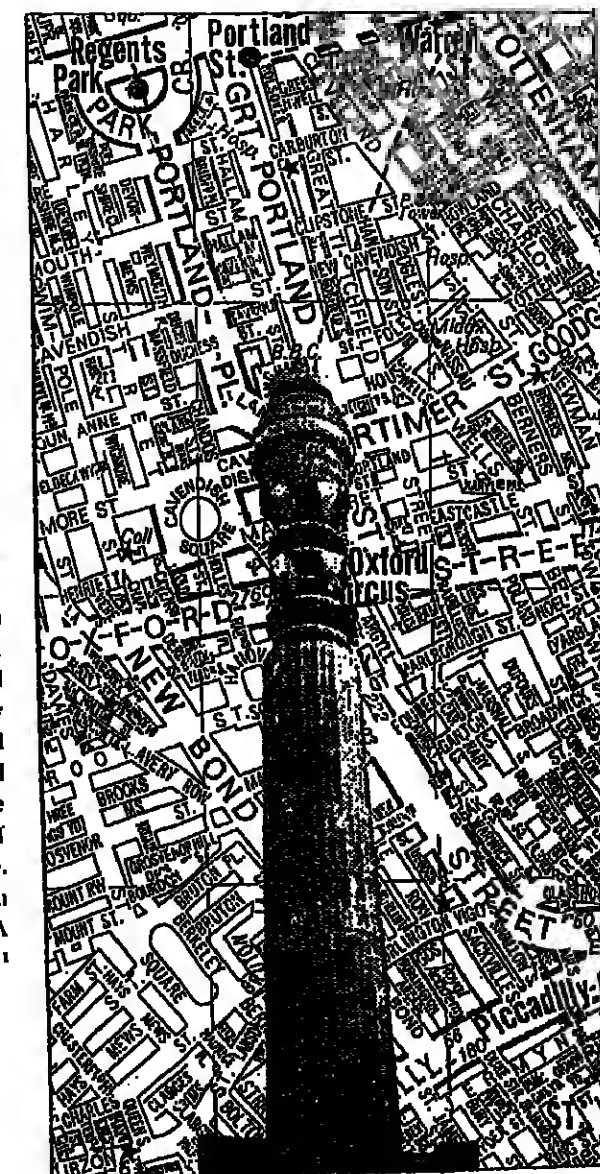
from Mr J. A. Henderson
Sir—Professor Agor's spirited case for a modern approach to modern languages (*THES*, May 2) effectively demolishes the surplusage of modernist views put forward by Professor Charlton. Perhaps it is just a coincidence, but I now also feel have a better understanding of a item listed in the latest catalogue of a well-known academic publisher: *Fragment of an Early French Tenth Century Gyn of Warwick*.

Yours faithfully, J. A. HENDERSON, Senior lecturer in French studies, Modern Languages Centre, University of Bradford.

No Man's Land

He asked me the way to Bolsover Street. I told him Bolsover Street was in the middle of an intricate one-way system. It was a one-way system easy enough to get into. The only trouble was that, once in, you couldn't get out. I told him to take the first left, first right, second right, third on the left, keep his eye open for a hardware shop, go right round the square, keeping to the inside lane, take the second Mews on the right and then stop. He will find himself facing a very tall office block, with a crescent courtyard. He can take advantage of this office block. He can go round the crescent, come out the other way, follow the arrows, go straight past two sets of traffic lights and take the next left indicated by the first green filter he comes across. He's got the Post Office Tower in his vision the whole time. All he's got to do is to reverse into the underground car park, change gear, go straight on, and he'll find himself in Bolsover Street with no trouble at all. I did warn him, though, that he'll still be faced with the problem, having found Bolsover Street, of losing it. I told him I knew one or two people who'd been wandering up and down Bolsover Street for years. They'd wasted their bloody youth there. The people who live there, their faces are grey, they're in a state of despair, but nobody pays any attention, you see. All people are worried about is their illegitimate gains. I wrote to *The Times* about it. Life At A Dead End. I called it. Went for nothing. . . .

Bernard Crick reviews the new play by Harold Pinter now on in London



He asked me the way to Bolsover Street. I told him Bolsover Street was in the middle of an intricate one-way system. It was a one-way system easy enough to get into. The only trouble was that, once in, you couldn't get out. I told him to take the first left, first right, second right, third on the left, keep his eye open for a hardware shop, go right round the square, keeping to the inside lane, take the second Mews on the right and then stop. He will find himself facing a very tall office block, with a crescent courtyard. He can take advantage of this office block. He can go round the crescent, come out the other way, follow the arrows, go straight past two sets of traffic lights and take the next left indicated by the first green filter he comes across. He's got the Post Office Tower in his vision the whole time. All he's got to do is to reverse into the underground car park, change gear, go straight on, and he'll find himself in Bolsover Street with no trouble at all. I did warn him, though, that he'll still be faced with the problem, having found Bolsover Street, of losing it. I told him I knew one or two people who'd been wandering up and down Bolsover Street for years. They'd wasted their bloody youth there. The people who live there, their faces are grey, they're in a state of despair, but nobody pays any attention, you see. All people are worried about is their illegitimate gains. I wrote to *The Times* about it. Life At A Dead End. I called it. Went for nothing. . . .

He asked me the way to Bolsover Street. I told him Bolsover Street was in the middle of an intricate one-way system. It was a one-way system easy enough to get into. The only trouble was that, once in, you couldn't get out. I told him to take the first left, first right, second right, third on the left, keep his eye open for a hardware shop, go right round the square, keeping to the inside lane, take the second Mews on the right and then stop. He will find himself facing a very tall office block, with a crescent courtyard. He can take advantage of this office block. He can go round the crescent, come out the other way, follow the arrows, go straight past two sets of traffic lights and take the next left indicated by the first green filter he comes across. He's got the Post Office Tower in his vision the whole time. All he's got to do is to reverse into the underground car park, change gear, go straight on, and he'll find himself in Bolsover Street with no trouble at all. I did warn him, though, that he'll still be faced with the problem, having found Bolsover Street, of losing it. I told him I knew one or two people who'd been wandering up and down Bolsover Street for years. They'd wasted their bloody youth there. The people who live there, their faces are grey, they're in a state of despair, but nobody pays any attention, you see. All people are worried about is their illegitimate gains. I wrote to *The Times* about it. Life At A Dead End. I called it. Went for nothing. . . .

He asked me the way to Bolsover Street. I told him Bolsover Street was in the middle of an intricate one-way system. It was a one-way system easy enough to get into. The only trouble was that, once in, you couldn't get out. I told him to take the first left, first right, second right, third on the left, keep his eye open for a hardware shop, go right round the square, keeping to the inside lane, take the second Mews on the right and then stop. He will find himself facing a very tall office block, with a crescent courtyard. He can take advantage of this office block. He can go round the crescent, come out the other way, follow the arrows, go straight past two sets of traffic lights and take the next left indicated by the first green filter he comes across. He's got the Post Office Tower in his vision the whole time. All he's got to do is to reverse into the underground car park, change gear, go straight on, and he'll find himself in Bolsover Street with no trouble at all. I did warn him, though, that he'll still be faced with the problem, having found Bolsover Street, of losing it. I told him I knew one or two people who'd been wandering up and down Bolsover Street for years. They'd wasted their bloody youth there. The people who live there, their faces are grey, they're in a state of despair, but nobody pays any attention, you see. All people are worried about is their illegitimate gains. I wrote to *The Times* about it. Life At A Dead End. I called it. Went for nothing. . . .

He asked me the way to Bolsover Street. I told him Bolsover Street was in the middle of an intricate one-way system. It was a one-way system easy enough to get into. The only trouble was that, once in, you couldn't get out. I told him to take the first left, first right, second right, third on the left, keep his eye open for a hardware shop, go right round the square, keeping to the inside lane, take the second Mews on the right and then stop. He will find himself facing a very tall office block, with a crescent courtyard. He can take advantage of this office block. He can go round the crescent, come out the other way, follow the arrows, go straight past two sets of traffic lights and take the next left indicated by the first green filter he comes across. He's got the Post Office Tower in his vision the whole time. All he's got to do is to reverse into the underground car park, change gear, go straight on, and he'll find himself in Bolsover Street with no trouble at all. I did warn him, though, that he'll still be faced with the problem, having found Bolsover Street, of losing it. I told him I knew one or two people who'd been wandering up and down Bolsover Street for years. They'd wasted their bloody youth there. The people who live there, their faces are grey, they're in a state of despair, but nobody pays any attention, you see. All people are worried about is their illegitimate gains. I wrote to *The Times* about it. Life At A Dead End. I called it. Went for nothing. . . .

He asked me the way to Bolsover Street. I told him Bolsover Street was in the middle of an intricate one-way system. It was a one-way system easy enough to get into. The only trouble was that, once in, you couldn't get out. I told him to take the first left, first right, second right, third on the left, keep his eye open for a hardware shop, go right round the square, keeping to the inside lane, take the second Mews on the right and then stop. He will find himself facing a very tall office block, with a crescent courtyard. He can take advantage of this office block. He can go round the crescent, come out the other way, follow the arrows, go straight past two sets of traffic lights and take the next left indicated by the first green filter he comes across. He's got the Post Office Tower in his vision the whole time. All he's got to do is to reverse into the underground car park, change gear, go straight on, and he'll find himself in Bolsover Street with no trouble at all. I did warn him, though, that he'll still be faced with the problem, having found Bolsover Street, of losing it. I told him I knew one or two people who'd been wandering up and down Bolsover Street for years. They'd wasted their bloody youth there. The people who live there, their faces are grey, they're in a state of despair, but nobody pays any attention, you see. All people are worried about is their illegitimate gains. I wrote to *The Times* about it. Life At A Dead End. I called it. Went for nothing. . . .

He asked me the way to Bolsover Street. I told him Bolsover Street was in the middle of an intricate one-way system. It was a one-way system easy enough to get into. The only trouble was that, once in, you couldn't get out. I told him to take the first left, first right, second right, third on the left, keep his eye open for a hardware shop, go right round the square, keeping to the inside lane, take the second Mews on the right and then stop. He will find himself facing a very tall office block, with a crescent courtyard. He can take advantage of this office block. He can go round the crescent, come out the other way, follow the arrows, go straight past two sets of traffic lights and take the next left indicated by the first green filter he comes across. He's got the Post Office Tower in his vision the whole time. All he's got to do is to reverse into the underground car park, change gear, go straight on, and he'll find himself in Bolsover Street with no trouble at all. I did warn him, though, that he'll still be faced with the problem, having found Bolsover Street, of losing it. I told him I knew one or two people who'd been wandering up and down Bolsover Street for years. They'd wasted their bloody youth there. The people who live there, their faces are grey, they're in a state of despair, but nobody pays any attention, you see. All people are worried about is their illegitimate gains. I wrote to *The Times* about it. Life At A Dead End. I called it. Went for nothing. . . .

He asked me the way to Bolsover Street. I told him Bolsover Street was in the middle of an intricate one-way system. It was a one-way system easy enough to get into. The only trouble was that, once in, you couldn't get out. I told him to take the first left, first right, second right, third on the left, keep his eye open for a hardware shop, go right round the square, keeping to the inside lane, take the second Mews on the right and then stop. He will find himself facing a very tall office block, with a crescent courtyard. He can take advantage of this office block. He can go round the crescent, come out the other way, follow the arrows, go straight past two sets of traffic lights and take the next left indicated by the first green filter he comes across. He's got the Post Office Tower in his vision the whole time. All he's got to do is to reverse into the underground car park, change gear, go straight on, and he'll find himself in Bolsover Street with no trouble at all. I did warn him, though, that he'll still be faced with the problem, having found Bolsover Street, of losing it. I told him I knew one or two people who'd been wandering up and down Bolsover Street for years. They'd wasted their bloody youth there. The people who live there, their faces are grey, they're in a state of despair, but nobody pays any attention, you see. All people are worried about is their illegitimate gains. I wrote to *The Times* about it. Life At A Dead End. I called it. Went for nothing. . . .

He asked me the way to Bolsover Street. I told him Bolsover Street was in the middle of an intricate one-way system. It was a one-way system easy enough to get into. The only trouble was that, once in, you couldn't get out. I told him to take the first left, first right, second right, third on the left, keep his eye open for a hardware shop, go right round the square, keeping to the inside lane, take the second Mews on the right and then stop. He will find himself facing a very tall office block, with a crescent courtyard. He can take advantage of this office block. He can go round the crescent, come out the other way, follow the arrows, go straight past two sets of traffic lights and take the next left indicated by the first green filter he comes across. He's got the Post Office Tower in his vision the whole time. All he's got to do is to reverse into the underground car park, change gear, go straight on, and he'll find himself in Bolsover Street with no trouble at all. I did warn him, though, that he'll still be faced with the problem, having found Bolsover Street, of losing it. I told him I knew one or two people who'd been wandering up and down Bolsover Street for years. They'd wasted their bloody youth there. The people who live there, their faces are grey, they're

Servants or masters?

How the civil servants rule British education

A permanent officialdom becomes a power in its own right. A British department composed of professional civil servants who have watched the ministers come and go is an entity that only an extremely foolish or powerful politician will persistently challenge or ignore.

THE PLANNING PROCESS

Introduction

The planning in which a governmental body engages is not explicable in the abstract. It is intelligible only in relation to national institutions and habits and to an historical experience. Nowhere is this more obviously the case than in the United Kingdom, where government is conducted within a setting of understandings, restrictions, and mutual bearings that can only in part be codified. In Britain it is the habit of most people, high and low, in refer to "the long history" behind any social practice under scrutiny. Sometimes, in fact, the history is a relatively short one. Nevertheless, a significant principle lies behind this phrase, even though it is normally left implicit.

It is meant to suggest that a society has organic qualities, that abstract schematisms cannot be imposed upon it without running great risks, and that if its institutions are to be managed successfully they must be approached from the inside, not the outside, felt in their consciousness and particularity, and understood as arrangements which people have worked out in the course of a common experience and which accomplish purposes too subtle to be written into a master plan.

Accordingly, it is best for people inside an institution to decide what to do with it, and it is always dangerous for outsiders to meddle. This is certainly true for people completely outside the society. But it is true even for the relations of a governing class to that which it governs. A government must get results out of its institutions, and it must do so without disturbing the structures and habits of its subjects' intimate lives.

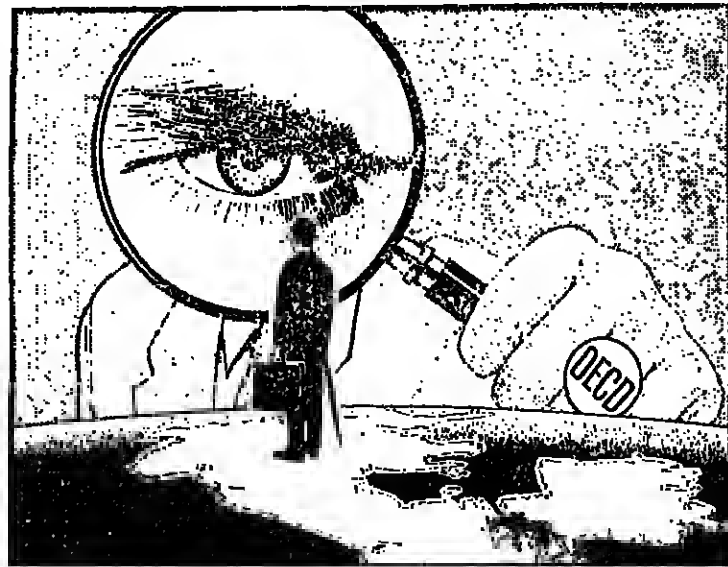
It has been in these terms that the British constitutional tradition has largely evolved, and that the British conception of limited government has been formulated. In the eyes of most observers outside the British Isles, this approach to the task of government has constituted the essence of the British political genius. There are very few countries in the West—perhaps none in the Organisation for Economic Cooperation and Development—which, at some crucial point in their history, have not turned to British political philosophy for guidance. Yet the British concept of limited government is not the only reason why British political institutions are objects of universal interest.

Britain is also the creator of a powerful Civil Service, and has pioneered for more than a century the public examination of social problems and the attempt to use the tools of scientific investigation, law and central government to find remedies for them. It is the country of Locke and Burke, but also of Bentham and Chadwick, the Mills and the Fabians. And since the second world war it has been fairly steadily engaged in nationalisation of key industries and services and in centralised planning.

There is nothing in the British tradition like the Napoleonic idea of treating the education of a nation as though it were a problem in centrally negotiated distribution of resources, and recruiting and preparing an official class to administer the different institutions. The British have been attempting to allocate limited resources to serve goals which involve the fairly thorough reorganisation from bottom to top of their nation's educational structures. And although there is perhaps less tendency in Britain than elsewhere to envisage the transformation of human nature by new methods of pedagogy, the British have not lagged in the development and testing of new pedagogical methods and curricular designs. Modesty in the statement of educational purpose has been joined to accountability in educational practice.

Even the process, on one side of the educational planning process in Great Britain, is unusual interest on a world study. Fundamental choices and dilemmas that planners face in most democratic countries are alleviated in the British instance. In a single package are combined a sophisticated planning approach and a resilient tradition of limited government.

In this setting, planners must lead but they



professional, and also at all times in the service of the political figure who heads the Department of Education and Science. They must resist the temptation and definitely avoid giving the impression of an attempt to control the content of education or the ultimate purposes lying behind its design. Yet they must allocate resources in accordance with some conception of national priorities and possibilities, and the line between doing this and making decisions about the goals of education is not everywhere clear.

The power of the Department of Education and Science. The educational planning process in Great Britain is part of a... The result can be described either... or as a subtle blend of mutually supporting virtues.

At the start one is confronted by the position of the DES in the web of organisations and agencies that have educational responsibilities in the United Kingdom. It is true to say that it has extremely limited authority, and that it has great power. Although it bears the central responsibility for educational planning in the United Kingdom, and although it decides the overall plan, in so far as it exists, and takes such steps as lie within its powers in sea that the plan is fulfilled, the mission of the department is nevertheless a restricted one. Not only do Scotland and Wales receive their educational allocations through the special Ministries for Scotland and Wales, but, more largely, the department is prohibited from determining the content of education anywhere in the United Kingdom.

The Government meets 50 per cent of the costs of primary, secondary and further education, but the department must leave to the local education authorities the final decisions as to the way to which the monies it dispenses will be spent. In relation to institutions like the universities, the department's authority is similarly but even further restricted. It provides funds to the autonomous University Grants Committee which makes the decisions concerning the distribution of these funds.

Even with regard to the need to provide for a measure of educational mobility and standardisation in the United Kingdom as a whole, it is not the department but autonomous professional bodies which make the direct decisions relative to curricula, national standards, and the content of examinations. Within this network of local authorities, autonomous committees and professional organisations, the department gives guidance but, except in certain specific areas defined by statute, it has little power of direct command.

In the distribution of resources, for instance, it seeks to obtain a fair balance through persuasion and by indirect pressures on local authorities, rather than by direct fiat. A large consensus on a second best solution is preferred to a maximum solution obtained under duress. Decentralisation of authority is characteristic of British political practice. In general, but it is nowhere more evident than in the sensitive area of education, which touches the family and traditional mores intimately.

It should be noted, however, that this decentralisation does not automatically signify a high level of participation in the administration and control of the system. The resulting virtual immunity of head teachers from external control, combined with the "liberal pluralism" referred to above, allows lively variety initiatives to exist side by side with the most rigid of controls.

This, however, is only one side of the coin. The actual powers of the DES are nonetheless considerable. Since the Government is the largest single source of educational financing in Britain, the department's advice commands attention in any case, but it has powers that go beyond the purely advisory. It has direct control over capital expenditures at the local

level, in the direction of educational growth. Further, its consent is required by statute in every case in which a local authority wishes to introduce or change a course at advanced level, to build a school or to close or change the character of an existing secondary school, for example by converting it from a grammar school into a comprehensive school.

The department also controls both the size and the price limits for school building. This latter is an area, it should be noted, where major innovations and economies have been achieved in the rationalising of school building provision accomplished by the developmental work of the architects and building branch of the department.

These powers, taken together with the general context of the Rate Support Grant System under which local education authorities receive their subsidies from the central government (averaging 58 per cent of educational expenditure in 1971/2) and the control over the total supply and the allocation of teachers, show up the important role played by economic reasoning and resource control (both positive and negative) exercised from the centre in the orientation of educational action at local levels.

They are enhanced by the fact that the ministry which possesses them is staffed by a corps of permanent civil servants, well-trained and experienced in practical efficiency. However restricted their jurisdiction, seemingly, may be, they do not waste what power they have. They exercise, in consequence, influence over the evolution of educational policy in their country at least equal to that of ministries of education that enjoy far more sweeping constitutional authority.

In sum, although the powers of government with regard to educational planning are formally limited, and British planning does not go so far as to be described even as "indicative planning", the central Department of Education and Science is undoubtedly the most important single force in determining the direction and tempo of educational development.

It must adjust to economic and budgetary contingencies (such as those which led to the sharp cuts in December, 1975), to opinion in the educational and political worlds, and to the pressures of organised interest groups, most particularly of teachers. But the evolution of education in the United Kingdom cannot be charted without placing the planning function of the department at the centre of the story.

The bureaucracy. Further attention must be given to a particular characteristic of the planning process in the United Kingdom which invites and yet transcends the term "paradox". This is the role played by the Civil Service.

The permanent officials of the DES in the tradition of British civil servants, are non-political in their function. In no country, it is safe to say, does the Civil Service govern itself more closely by a code of loyalty to whatever government is in power. The protections in the British system against the Civil Service's being captured by a political party are very far.

An OECD examination of the DES conducted by the eminent educationists



Mr Maurice Nivon, left, Rector of the University of Grenoble, Mr Charles Frankel, right, Professor of Philosophy, Columbia University, and Herr Reinhold Jochemsen, Secretary of State in the Ministry for Education and Science, Federal German Republic.

their individual merits, not their political allegiances.

But there has been a by-product. A permanent officialdom possessing such external protections and internal disciplines becomes a power in its own right. A British department composed of professional civil servants who have watched the ministers come and go is an entity that only an extremely foolish or powerful politician will persistently challenge or ignore.

The prestige, equalisation, and natural authority of leading civil servants give them a standing in the civil forum often superior to that of their *de jure* political superiors. They are, in the continental phrase, *notables*, whose opinions must be given special weight, whether or not votes in the next election will be affected.

There has also to be taken into account the momentum of thought and action within a department composed of senior officials who have long known one another, who have the same training and prospects, and who work within a common tradition and point of view. An essential part of their ethos is to serve their "political masters". They interpret this as imposing upon them the obligation to remain at all times sensitive to the changing realities of political pressures and to endeavour to identify in all situations a social consensus as to the priority issues towards which policy planning could be directed.

Accordingly, it is a simplification to describe the planning process in the DES as a purely technical affair in which resources are canvassed and strategic alternatives weighed, but decisions about ends and goals are usually partitioned off, and left to the politicians, the electorate, and the civic consensus. It is equally simplification, of course, to say that planning is entirely the Civil Service's doing.

For example, the White Paper under scrutiny in this examination bears the impress of the views on priorities, for example, nursery education and basic schooling, held by the Secretary of State under whom it was written. It further bears the impress of long-accepted goals to the United Kingdom such as the raising of the school-leaving age to 16—something the British of all political persuasions have contemplated since the second world war, and which was in fact enshrined in the Education Act of 1944.

Written under a Conservative minister it received initial criticism by the Labour Party as a statement of overall educational policy; none the less this does not appear to conflict with the decision of the Labour Government to implement its main proposals contained in it. The immediate instrument of continuity was the permanent officialdom of the Department of Education and Science.

The inertial power of historically enshrined goals and the power of bureaucracy to guide the policies of their political masters are facts of life to all democracies, and in not democracies as well. The phenomenon of Civil Service predominance in educational planning is to be seen partly attributable to the circumstances that the civil servants in the DES remain within the confines set for them by low and their professional code. Their influence, like that of venerated scholars or judges, derives from their justified reputation for neutrality and professional integrity. It is not, as is said, that they become powerful by seeking not to be powerful. But this does not make the role they play in planning any the less decisive. They do not make the plan in answer to their own beliefs and desires alone. But neither do they make it simply as passive respondents to the political process or the general will of the community.

In sum, the cohesiveness of the department and its enduring presence results in a continuity which provides a solid base and a guarantee of some stability to the other interests involved in the formulation and implementation of educational policy. On the other hand, the very clarity of its defined role has certain other implications to which

Characteristics of planning

Other features of the revealed structures and habits of British government are also pertinent to a consideration of educational planning as it takes shape in the United Kingdom. One of these, which is bound to strike the eye of observers from the outside, is the comparatively private character of the department's deliberations regarding the plan.

The examiners have had the privilege of reviewing documents and studies (particularly the *Programme Analysis and Review on Higher Education and Schools Expenditure*) that give the evidence for the factual propositions on which the White Paper is based, that rehearse in careful detail the options considered by the department, and that suggest the grounds for its final decisions. To us—and we repeat that we are acutely aware that we speak as outsiders—it seems that these excellently reasoned analyses would, if released, demonstrate to the public that the department has gone about its planning tasks in an unusually responsible way.

The habits of British government preclude letting down the bars of confidentiality, but it cannot be doubted that groups outside the department believe that departmental decision-making is not conducted sufficiently in the open, and, moreover, that secrecy at central levels may impair the equilibrium between central and local administration.

The separation of the planning process from other forms of supervision and control is also worthy of note. No standing committee of Parliament exists to which the department reports. Nor are there formal institutions of consultation requiring officers of the department regularly to exchange views with the various constituencies affected by their plans or to defend their decisions against criticism. Where basic questions of the plan are concerned, the principal means of consultation are informal, and are largely determined by the department's view of its needs.

The feeling exists strongly within the department that when it comes to planning leading to policy decisions for which resources have to be secured and allocated, such informal methods, utilised by sensitive and far-minded government servants, are superior to highly structured formal procedures which invite half-baked and politically sectarian opinions, and encourage demagoguery, confrontation, and publicity battles, leading to a lot of waste of time.

Widespread consultation could be more profitably applied to a different kind of planning input, as has been the case with the major educational reports of the 1960s and 1970s—Crowth, Newson, Robbins, Polden, James and Russell—an unprecedented series of analyses and statements which constituted a formative influence on general attitudes on the most important issues in educational objectives and philosophy.

This feeling may be well grounded, but the fact remains that the United Kingdom offers an example of educational planning in which the structures for ensuring public participation are limited. This has at least two consequences. One is that in certain cases policy is less likely to be understood and therefore less likely to be wholeheartedly accepted when the processes which lead up to its formulation are guarded as arcane secrets. The second is that goals and priorities, once established, may go on being taken for granted and hence escape the regular scrutiny which may be necessary for an appropriate readjustment of policy.

This latter consequence is discernible in the White Paper's posture of acquiescence towards existing goals. The method of planning it avows, as it sets forth its programme for the allocation of resources, directed towards effecting incremental improvements within existing structures, derives from the assumption that the basic directions of educational development are largely foreclosed; determined, in other words, by historical circumstances, demographic trends, and changes in public attitudes.

Demographic trends and changes in educational preference are projected five or ten years ahead. General guidance is taken from the educational community's "consensus" on good educational practice. A judgment about the overall movement of opinion in the country at large—for example, that policy should be skewed in favour of the disadvantaged—is made, and the result of that judgment introduced as a premise for the plan.

Finally, the probable availability of resources and funds is canvassed.

It lies beyond the province of the authors of the paper to query basic goals or new directions in education, except, perhaps, insofar as they create compelling claims on resources or lead, in financially unsoundable

'In British educational planning the structures for ensuring public participation are limited'



Nursery or 16-19 age groups: which should take precedence?

expectations. The question of the role of policy planning in approving the running structures and purposes of an educational system and in initiating structural change rather than merely following or extrapolating existing trends thus presents itself as a major issue in this examination.

This method of planning has persisted even though in the 1960s, as Britain reached many of its post-war educational goals and began to taste greater material prosperity, educational discussion came to be significantly influenced by competing educational philosophies and ideologies and by political divisions in society at large. It persists, undoubtedly, not only by force of habit but because it reflects the professional belief that the appraisal of basic ends and goals is not a proper business for a non-political planning group. Underlying this belief there may also be the classic notion that if intermediate goals are carefully sorted out, ultimate goals will take care of themselves.

It is redundant to say that these ideas contain much wisdom. Nevertheless, a great variety of planning strategies exist that lie between the passive absorption of the Zeitgeist and the laying down of a master plan for the rebuilding of society. Planners may, for example, take note of incongruities between emerging problems and the received educational assumptions and structures employed to deal with them. They may set forth, from their professional point of view, alternative hypotheses for dealing with such problems, even while leaving the ultimate choice, needless to say, to political leaders and the electorate.

In the United Kingdom, for example, the social costs of deciding to expand nursery education as against attempting to create new facilities to provide for the 16-19 age group are relevant inputs for analysis and weighing. A fundamental question for the present examination is whether this kind of analysis and weighing should have a place in the planning process, and we proceed in this light to a consideration of the White Paper as an example of the department's planning procedure, concentrating on the weaknesses



'In the White Paper there is no attempt at a new identification and formulation of educational goals in a world where the traditional canons of knowledge are continually questioned'

Scope, purpose and coverage

The White Paper is concerned with the "British educational service". It is designed to provide a "framework for expansion", though it seems to be rather more a "framework of expansion" for certain pre-selected areas. The problems of the least chosen are treated with admirable clarity, technical expertise and straightforwardness. There seem, on the other hand, to be certain other areas—such as provision for the age group 16-19 and for adult education—which have been wholly or partly omitted, without adequate explanation of the selection criteria and procedure.

At no point does the White Paper bring the structure of the educational function into perspective, either for the individual, over the whole of his life-span, or for innovation in respect economic, technical and social change. It omits a balanced analysis of persisting and new trends in society, in technological development and the role in the state and of the place of education and science in the process of evolution. Consequently, the perception which comes through is that of a wide framework for whom appear to be arbitrarily selected priority areas, without presentation of the analysis or open admission of the indeed problematic nature of such short-cuts.

The White Paper is, in its own words, concerned with "matters of scale, organization and cost rather than educational content". Consequently, it appears to adopt the principle "more is different" without due consideration of the fact that long-term planning exercises, such as this, as well as having repercussions in other sectors, are bound to produce changes in quality, in content and in standards.

Thus, some of the main issues of educational goals and social purposes—individual promotion versus selection as functions of the state of pupils, the organization of schools and of educational content—have been deliberately left out of consideration. There seems to be a defensive strategy behind this, exemplified by the absence of any comment whatsoever on the issue of the comprehensive schools for the 12-16-18 year old; it is, after all, surprising that a large-scale planning exercise of this nature should omit any reference to what was perhaps the dominant educational issue of the last decade and one which is by no means extinct. Similarly missing is any discussion of general education versus vocational training, of recurrent education or life-long learning and of participation.

There is, in sum, no attempt at a new identification and formulation of educational goals in a world where the traditional canons of knowledge, values, attitudes and skills are continually questioned. There are hints to the effect that this might not be within the proper realm of government activity. On the other hand, there is no doubt that the department has to be and in fact is concerned with questions of the operational power of the DES in deciding the scale and kind of educational operations, and with optimising resource utilization.

Insofar as the White Paper concentrates on the "educational service" as provided for or controlled by the DES, it inevitably gives the impression of putting forth a defensive strategy of departmental interests in this field. In fact, the PAR document on which the White Paper is based disavows any claim to be "a synoptic review of the whole field of education". Though this document explicitly admits the interrelationship between educational and other social and economic objectives, these are nowhere instrumentalised in the operational or the active shaping of the educational service and system, for the extension of the coverage of this system, or for the diversification of the character and quality of the provision.

Moreover, the role of the educational system is not reviewed or related to the functions of different departments concerned with educational matters, such as the Secretary of State for Education, the Department of Employment, the Civil Service Department, the Home Office, the Ministry of Defence, or the Department of Health and Social Security. Instead, the "educational service" is identified institutionally and equated with the services provided by the DES. In spite of the fact that the branches of this service cannot be taken as static and stable phenomena.

For instance, the rapid expansion of nursery education may well create conflicts with other departments and interests outside the educational field. In contrast, the approach to the problems of young people beyond compulsory full-time schooling is strictly negative for the DES, even in a case of the relevant departments appears to be concerned with the educational problems of the 16-19 year old.

The White Paper is a document addressed to local authorities and to the educational service. Furthermore, it is a document linked in terms of resources by the Prime Minister and the Treasury. But it does not make itself to the function of education in its relation to tasks such as vocational or industrial training. It seems surprising that neither the rapid expansion of resource needs for education in the 1960s nor the specific problems of economic growth and social progress in the United Kingdom impelled the Government or the other departments to develop an integrated, or at least coordinated, approach to this vital challenge to industrial society.

'Adult education does not seem to be considered within the constituency of the DES'



Lock of provision for the 16-19 age group and the academic/vocational dichotomy. It is stated in the PAR documents that the aim of the selection of priority areas has been "to include those [options] that represent choices of major importance which are, on a realistic assessment, open to ministers and which would produce significant results from the point of view of resource allocation within the review period".

One would have thought that provision for the 16-19 age group, in view of its increasing tendency to stay on into some form of further education, would have merited serious attention. Section 12 of the White Paper, *After School and Beyond*, contains no discussion of relevant plans, although it does express, in a footnote, the expectation that the educational service will play a major part in the new Training Opportunities Scheme (which is being shifted from the levy-grant system of some 1000 industrial training boards, by sectors of the economy rather than by vocational functions, or a less influential levy-grant-exemption system).

Figures provided to us by the DES show that in 1972/3 the proportion of the age groups receiving full-time or part-time education ranged from about 60 per cent of the 16-year-olds to about 30 per cent of the 19-year-olds. Of those who entered employment in 1971 about half the 16-year-olds and a third of the 17-year-olds were receiving formal training of one sort or another.

It is estimated that of all the 16-year-olds in 1973 half were receiving full-time education and about a quarter some kind of further education and/or training. These participation figures would decrease considerably for the age group 17-19.

These figures are quoted here to show how significant the distance still is from the objective envisaged in the 1944 Education Act which provided for some kind of compulsory education and/or training for every young man and woman up to 18.

The rise in the number of births up to 1961 will, in any case, mean a high proportion of 16-year-olds in the 1980 school population, even if staying-on rates do not go up. One cannot calculate what percentage of this age group will be encouraged to go into non-school education. The sheer size of this group, assuming proportionately increasing importance and peaking in 1980, would lead one to suspect that its needs should be considered in detail.

In addition, the policies adopted, or assumed as continuing, for this group will in any case have a considerable impact on both the sectors bracketing it—tertiary, secondary school and higher education, and the plans for these sectors are correspondingly contingent.

The end of the compulsory stage puts a full stop to the education of most disadvantaged children. Therefore, a whole-hearted attempt to contribute to the improvement of this situation by educational services requires considerable attention and resources to be devoted to the educational prospects of those who leave full-time school at this age and enter the industrial sector where some vocational training is provided, but no compulsory further education as is the case in continental systems up to the age of 18 or 19.

The department, and following its deliberations the Cabinet, did apparently consider the interrelationship between education and other social and economic objectives, as outlined in the PAR documents, as not of overriding importance. This exclusion of non-advanced further education from extensive consideration within the planning process contributes to the impression of the departmental and general education perspective which the White Paper planning conveys.

We understood from our discussions in the United Kingdom that the relative disregard for the issue of the 16-19 age group seems to have been a more or less unconscious decision resulting from the concentration on an apparent policy priorities at that time. We venture to suggest that this might be taken as an indication of the risks or limitations of a "closed" planning procedure.

During our discussions we were also given

and structures for this age group has recently been initiated within the department. The question, however, remains of how any decisions which may result from this planning appraisal, and which will probably involve additional expenditures, can be implemented over the next 10 years or so, considering that there is already a policy commitment to devote the considerable additional resources which have been made available to the specific areas charted out in the White Paper.

In fact, it is one of the strongest features of the White Paper planning that decisions, once various options within the selected areas have been carefully analysed and weighed, are backed up by a commitment to meeting their cost implications.

The omission of this area from the White Paper is the more significant since the choice of some sectors and the exclusion of others can hardly have been directly deduced from a very clear statement of objectives which is contained in the PAR document.

A policy designed to achieve two of these objectives, "to develop powers of reasoning and the capacity for adapting to changing circumstances", and "to provide systematic guidance and help so as to develop the power of making informed choices", must specify the content of the "initial" and "universal" education of children, as well as the age up to which it shall be provided. How can such objectives be achieved without reference to or outside the context of industrial and vocational training?

It would also be essential to suggest structural plans which will facilitate the prescribed adaptability, thus trespassing on the self-imposed restriction on curricula and breaching the constraint of present departmental boundaries. In other words, there would need to be recognition of the problems of the actual or possible polyvalence of education and training in terms of the skills and knowledge, as well as the attitudes which both should be able to transmit in organised pedagogical processes.

"Educational service" as well as "general education"—in their purpose, method and criteria—should be understood not institutionally but functionally. Otherwise, one would be blocked from seeing both of them as component parts of one system to "develop the capacity for adapting to changing circumstances".

One must, of course, be aware of the

educational leave and of the selection of target groups in society as part of a strategy for the extension of educational supply to minority groups, and such like, are not dealt with.

One answer to this multiple question refers to the unfortunately delayed Russell Report, another to the lack of funds. But the question appears not to have been thought of as being of particular relevance to the "constituency" of the DES or as being sufficiently urgently pressed by groups in society.

One may in this context also refer to the Open University. Its original aim was to provide an answer to the demands for adult education. As has been the experience with institutions aimed at similar purposes in other countries, the ones that were most eager to grow this choice were not the most strikingly underprivileged, but the ones with relatively high educational achievement already, such as late dropouts or, indeed, former graduates of higher education.

We understand that in its second phase the Open University is putting the emphasis on programmes designed for adults without prior experience which will increase even more the importance of this unique and admirable venture also for the wider community. In view of these considerations it is surprising to find no mention of the Open University in the White Paper.

Binary higher education
While in the case of comprehensive schools the White Paper abstains from comment altogether, it states that the Government have "a contribution to make to the current debate about the objectives of higher education" (p. 30). It is here that the paper is also quite outspoken on the system of units and credits as well as on the construction of university courses.

The absence of any statement on plans for the 16-19 age group makes estimates of demand for higher education more unreliable than they would be anyway. Admitting the need that in any long-term planning exercise some provisional figures are needed to be set as targets if buildings and staff are to be provided in time, it is none the less certain that such exercises should refrain, as far as possible, from planning for exact figures and should instead concentrate on delineating the structure of future developments.

The proposed cutback from 835,000 higher education students by 1981 in Planning Paper No. 2 to 750,000 in the White Paper (1) will take place entirely within the university sector which may create problems of selection and of binary balance.

This reduction, and the further reduction to 640,000 announced in November 1974, was

among them its sacred autonomy and "distance" from practical problems, while in polytechnics are considered as instruments for conscious shaping of future higher education.

This trend is backed by the handling in the White Paper of the future of colleges of education. There is here in fact a paradoxical general long-term planning perspective in the White Paper and the urgency with which the transformation of the colleges of education, and their effective affiliation into the binary system, is pressed.

Local authorities were given an effective maximum of nine months to submit their plans, which may appear to be an unrealistically short space of time for such an important structural mutation; especially in the absence of an explicit background of the new institutional structure against which to work.

Innovation and research
As the White Paper approach is largely restricted to quantitative projections and proposals for resource allocation, and is based on the existing institutional framework, it leaves little room for questions of educational purpose, content or method. Departmental perspectives, the self-interpretation of the role of civil servants as apolitical, or in any case neutral, servants of the state, and the views of the colleges of education as a state for local self-government, that is for teachers or local authorities, seem to preclude the possibility of interpreting the role of education as an agent for innovation and social progress.

These factors also seem to inhibit any wide spread interest in DES to foster research and experimentation for educational innovation beyond its indirect interest in these matters through the mechanism of the Schools Council.

Only in the cases of preprimary education and higher education is there recognised a (limited) necessity for research in educational matters. It appears that to be left entirely to the educational community and to the initiative of the local authorities whether or not they engage in these vital questions.

The record of the system in far and in capacity to innovate have been good, as is universally attested; but the question arises whether the forces now at play are not such that in due not too distant future the need may not be felt for stronger involvement from the centre in the more creative matters of the educational process (including a more pronounced view on the promotion versus the selection role of education) similar to the one which exists in resource planning and allocation.

Improving the quality of basic education.

If there is one explicit overall priority which comes out in the policy enunciated in the White Paper it is that which relates to improving the quality of basic education. This is to be achieved by action in two main areas: improved staffing standards and teacher training and an expanded provision of facilities for early childhood education.

On both these areas, the plans and the resources to be committed for their implementation are admirably elaborated in the planning documents we have seen. Accepting the essentially political nature of the decision to focus priority on these two areas, we wish to limit our comments to a few points relating to nursery education.

Though the educational justification for the expansion of the nursery sector is considered paramount, the measures proposed in this area are not seen as serving narrowly defined educational ends. The White Paper, however, contains an initiative for involving the whole range of agencies and services which deal with this age group—even though the need for such involvement is highlighted in Circular No. 2773 which gives guidance to local education authorities on the implementation of the policy measures.

There is the same constraint, in other words, imposed by departmental boundaries which, if it had been possible to break, might have led to inter-departmental sharing of the financial burden, which in itself might have given more impetus to genuine coordination of a pre-critical nature which this field, more than any other perhaps, calls for.

We would also have liked to have seen more explicit references in the White Paper as to positive plans of how education, with the primary school, are to be established without which the monitoring of the effectiveness of nursery education is reaching its several goals, on which research studies are proposed, cannot be meaningfully undertaken.

There are other aspects of the problem—such as the relations between part-time provision and the consequent need for the provision of part-time jobs for mothers; how the demand will be stimulated among certain population groups, especially the disadvantaged around which a discussion of the implications of the White Paper provisions for the under-fives could be illuminating to an international audience.

'British planning is at a watershed. Its capacity to cope with new pressures is still to be seen'



CONCLUDING SUMMARY

The White Paper, as critically reviewed in this section, reflects an active bureaucracy, largely in the position to determine itself the framework and the nature of its activity. Within this definition of its role, the organization and articulation of this bureaucracy are particularly effective, especially in diffusing the location of planning work within the sectors which carry substantive responsibility for the implementation of decisions.

An effective network of communication has also been established within these various sectors, though we were not in a position to assess whether this network adequately covers the needs of the sectors concerned with the content and methods of education, except insofar as the interests of these sectors are represented by Her Majesty's Inspectors located within the DES.

The chief features of the bases for its policy formation seem to be characterized by attempts to: minimize the degree of controversy in the planning process and its results; reduce possible alternatives to matters of choice of resource allocation; limit the planning process to those parts of the educational services and functions strictly controlled by the DES; exploit as fully as possible the powers, prerogatives and responsibilities given to the DES under the 1944 Education Act; undertake as much as possible the full role of the government in the determination of the future course of educational policy and even minimize it in the eyes of the general public.

The preservation of this powerful position, by combining the task of coherent planning with defensive tactics, excluding an open participation, seems to be an outside observer as a mixture of strength and weakness.

The stress laid on the "input" function of governmental policies, with matters of educational "output" left to others, and the emphasis on control rather than on identifying problems severely restricts the role which planning for education could play in the general social development of the country.

Within this limitation, it should be recognised that one of the great merits of the White Paper lies in its bold attempt to tackle

the problem of the overall balance of resource allocation between the claims of preprimary, primary, secondary and tertiary education.

One of the crucial issues here is the rate at which staffing standards in schools should be improved, since teachers' salaries represent about half of all, and 70 per cent of recurrent expenditure in education. In this, we believe there are important general lessons to be learnt by close study of the analysis of needs—based on the triple objective of improved in-service training, extending teacher training to three years, and reducing the pupil/teacher ratio to 18.5/1 by 1981—which led to the precise targets laid down in the White Paper.

Final observations and list of questions
In the previous two sections we have endeavoured, albeit at a level of generality which we felt inevitable in an exercise of this kind, to portray the planning process operating within the DES, both against the general background of national tradition and institutions and in the specific context of the DES and its major areas of its policy impact, the 1972 White Paper.

The effectiveness of the planning method is in fact to be measured not by some abstract *a priori* standard, but in relation to the concrete problems and pressures that planners face and, increasingly, the capacity of planners to anticipate and adjust to new problems in a rapidly changing society.

From this point of view, this examination comes at an apt moment. British educational planning, like educational planning in most other OECD countries, is at a watershed. However, considerable its demonstrated virtues, its capacity to cope with gathering new pressures and problems is still to be seen.

The British economy has lagged in its development. To the extent that this is due to educational inadequacies, for example in the recruiting and training of workers and managers at the higher levels of skill, large changes at a fundamental structural kind will be needed. The question then arises whether planning that is essentially acquiescent in relation to dominant opinion is sufficient.

Ethnic and racial problems, and what in the United Kingdom goes by the name of "community relations" are increasing in severity in the United Kingdom as elsewhere. They pose particularly acute difficulties for education. Will planning methods based on informal consultative procedures and con-

fidential determination of fact and attitude render these difficulties more or less severe?

This is only one side of the broader social strain which is becoming evident in England, as in other countries, resulting from egalitarian pressures within state or near state economies. The trend towards regionalization is one aspect of this strain, a trend which if it continues might lead to new configurations in the political map of the British Isles to which the organization of education will have to respond.

Yet a further sign of the strain is to be seen in the current difficulties with the rates system which threatens to undermine the capacity of local authorities to finance the educational services under their control. If this situation were to become aggravated, the implementation of social objectives including education is likely to require stronger intervention and support from central authority.

The DES might thus find it increasingly difficult to preserve its present position of total detachment with regard to purely professional educational matters, even within the context of its current responsibility for the oversight of standards and for value for money. It will be a challenge to planning how to reconcile the problems arising from the need for such strengthening of central authority with traditional local autonomy seen as essential to the British way of life and politics.

The role of teachers unions in the evolution of educational practices at the primary and secondary levels is already considerable. It appears probable that unions will become more and more involved in further and higher education as well.

The White Paper recognizes that professional opinion must be considered in the development of an educational policy, and also says—correctly in the opinion of the examiners—that it cannot be the sole determinant of the final result.

Are the methods now employed for choosing professional opinion adequate to the task of striking the proper balance? Do they favour the unions, educational officials or local levels and the planners in the central government to reach understandings not based on economic and political power plays? Can methods better designed to achieve common goals and constraints be envisaged?

At the very least, the nature of the problem of "alienated youth" needs analysis from the point of view of its susceptibility

or otherwise to governmental remedy. Even with respect to existing planning methods, better understanding is needed.

Educational projections are currently being made in Britain based in part on recent shifts in the attitudes of the young towards remaining in the educational system. But without better knowledge of the causes of these attitudinal shifts it is not easy to know whether they presage a new trend or are mere "hiccups" in existing ones.

Another long-term problem whose existence casts doubt on the viability of certain inherited educational structures is that created by the emergent "world of work". The need, for example, for the recurrent retraining of people is being met to some extent by industry and by the institutions for further education provided by public authority.

But the recognition that recurrent retraining has become a structural requirement of an advanced technological society raises questions as to the content and orientation of primary and secondary education, whose function is different if a large proportion of those who receive such education will spend their lives unlearning old skills and learning new ones.

Moreover, the relation of the actual to other institutions, and activities in society needs also to be reviewed in a time when attitudes towards both work and leisure appear to be undergoing substantial modification.

What we said above, and in the earliest sections of this report, leads us in one final summative observation of the planning in the White Paper: given the vicarious quantitative projections exemplified yet once more by the recent school population forecasts, revised sharply downwards, we consider that an exercise of this nature, while inevitably built around figures—and we do not underestimate the need for quantitative assessment if only as a basis for setting priorities in the course of the implementation of the plan—should lay greater emphasis on the structural future of education; that is, in kinds of development which will be responsive to changes in the population, in studying-on rates, and so on, but which will be essentially viable even in the face of such changes.

What we miss in this respect is the use of a greater daring in the delineation of new paths of learning and of new institutional and administrative developments which would allow education to respond and at the same time contribute to changes in society.

costly, and, by the time they are produced and circulated, out of date with regard to the latest news of developments in the saga of the problem student. The internal telephone is the best, but perhaps a compromise is better where themes rather than individuals are talked about regularly with all concerned, and there is a way this can be done.

Two years ago in Reading the "welfare group" sprang into existence. Meetings, once a term, have been held with a different lunch-time host on each occasion, and the tradition of the host taking the informal chair and leading the discussion has been established.

Time spent in so-called welfare work may be regarded with suspicion by those who prefer criteria more closely to measure it—thus for some individuals success can be withdrawal from a system they unwillingly became entrapped in, for others it may be a change of course, a different career, or merely moving into hall. The criteria change constantly for the very reason that they are those of the individual student, so judgment should not always be too rashly made from the myopia of the institution.

There are inevitably two equally attractive philosophies concerning the whole subject. One is that the institution should accept total responsibility for a selected individual's academic success, and the other that an individual should be free to choose whether or not to belong to the institution they have joined.

Together they may offer a Gordian Knot that can arrest the development of the vulnerable few. "Problem" students, thus, those who cannot make up their minds, when everyone waits them to, and the problems stem inevitably as they always will do—from these two dichotomous philosophies.

Alexander Gunn

Dr Gunn is medical officer at Reading University.

Untying Gordian Knot of 'problem' students

Oh well for him whose will is strong

TENNYSON, "WILL".
Social workers used to be reminded about a saying whenever they were tempted to use the term "problem families"—the individual families concerned were not "problems" to the authorities but "problems" to themselves. The university population being a microcosm, has similarly in its midst so often the so-called "problem" student.

Jane, the daughter of parents who were both medical missionaries in India, was a first-year student wanting ostensibly to get a degree in economics. Her pre-university education had been abroad and her results prior to selection had been occasionally brilliant. Indeed at a later stage in the story a clinical psychologist assessed her IQ in verbal reasoning as 115.

Further, who also entered the scene later, described his daughter as being "too dim for medicine" but then she could probably help the Third World as an economist! An interesting type of parental motivation. Jane herself was fat and jolly-ruddy faced and ginger-haired, and what one might describe as a "jolly girl".

Trouble started when two weeks after term commenced, Jane came to the University Health Service and told one of the doctors she wanted to be a missionary—or at least a nun, as she was not sure which, but she did not want to be an ecologist. It seemed reasonable to refer her to the Chaplaincy.

Later on, she saw her tutor and communicated, her discomfited feelings with academic as the tutor eventually landed in the office of the counsellor. She came back to the medical scene when she said

the psychiatrist and thence the clinical psychologist.

Six weeks had passed and little, if any, academic work had been done by Jane. Although a lot of so-called welfare work had been done by everyone else. Like a pin-ball she went from source of advice to source and in one day actually had appointments with four different "helpers"—and no time to go to lectures—hardly surprisingly she began heretofore to talk of giving it all up, and dropping out.

She went to the parent home to Eira in the Christmas vacation and when the family gathered together from their global activities she revealed her feelings to them, so they took her to another psychiatrist. This one, perhaps an Irish empiricist, administered a course of electro-convulsive therapy (therapy for what?), and Jane was much madder after this—much less jolly too.

She actually came back, did some work and passed (but only just) her examinations. The problem was solved. Jane was cured: her depression, or more her too too family line? A touch of the Torquemada perhaps. Nevertheless, everyone concerned seemed to breathe a sigh of relief.

As Jane had found, there are many ever-increasing number of welfare agencies within a university complex: spiritual, vocational, financial and academic and the wandering lambs of the flock are left to choose between the open doors on the corridor of help.

The "client" selects—or is supposed to—cross referral is legion and who sends who to whom is the new dilemma of university life. It is easy if you have a pain or a rash, but what if your girl-friend loves someone else?

Religious doubts receive spiritual



So much advice, not all of it good

view that you must be disturbed or unbalanced. Even the students have started their own telephone Samaritan service so that the lonely can talk to the loquacious and the union, here, has just elected its first sub-biblical welfare secretary.

One can understand the reaction of elders of the senior common room muttering about cold showers and running up mountains or the now neglected curial of their youth.

It must also be remembered that a roundabout of care so willingly made available to all who wish to mount may occasionally, however, even have an effect on its riders that is distinctly non-beneficial. Besides being time-consuming for the student who is unable to take decisions for him or herself, and thus perhaps times only saving to delay the inevitable, may lead to the "problem" student becoming dependent on service too many masters. Or worse it may provide a copon that is untimely and open by departure into the cruel world that awaits those who eventually graduate.

There, few indeed are helpers,

who offer sympathy and understanding as readily of access as they are to the undergraduates. The deep end of life awaits at the end of gestation in the academic womb. Sadly, and sometimes tragically, there are those who subconsciously drown, who have not learnt to swim by the time they reach undergraduate apprenticeship is over.

It is life that the young are being prepared for in a university, a qualification that is for more nebulous and less easily definable than a "good" degree or a course of study completed in a set time. The problem student therefore must necessarily be moulded and not necessarily to be made to conform. Indeed as someone who may not have a problem, except that which is created for them by the institution itself.

Nelson between the various sources of help about those who present it. Is this the real problem? The case conference has certainly much to recommend it—except for the difficulty in assembling all concerned at one given

time, and, by the time they are produced and circulated, out of date with regard to the latest news of developments in the saga of the problem student. The internal telephone is the best, but perhaps a compromise is better where themes rather than individuals are talked about regularly with all concerned, and there is a way this can be done.

Two years ago in Reading the "welfare group" sprang into existence. Meetings, once a term, have been held with a different lunch-time host on each occasion, and the tradition of the host taking the informal chair and leading the discussion has been established.

Time spent in so-called welfare work may be regarded with suspicion by those who prefer criteria more closely to measure it—thus for some individuals success can be withdrawal from a system they unwillingly became entrapped in, for others it may be a change of course, a different career, or merely moving into hall. The criteria change constantly for the very reason that they are those of the individual student, so judgment should not always be too rashly made from the myopia of the institution.

There are inevitably two equally attractive philosophies concerning the whole subject. One is that the institution should accept total responsibility for a selected individual's academic success, and the other that an individual should be free to choose whether or not to belong to the institution they have joined.

Together they may offer a Gordian Knot that can arrest the development of the vulnerable few. "Problem" students, thus, those who cannot make up their minds, when everyone waits them to, and the problems stem inevitably as they always will do—from these two dichotomous philosophies.

Alexander Gunn

Dr Gunn is medical officer at Reading University.

Dr Miller's letter reopens the wounds of four years' conflict at PNL

The Polytechnic of North London faces its second successive summer of scrutiny by an unelected body of its governors, following the publication of a letter by its director, Dr Walter Miller, in the *Times* on April 21.

The letter, which was published in the *Times* on April 21, is a direct challenge to the authority of the governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

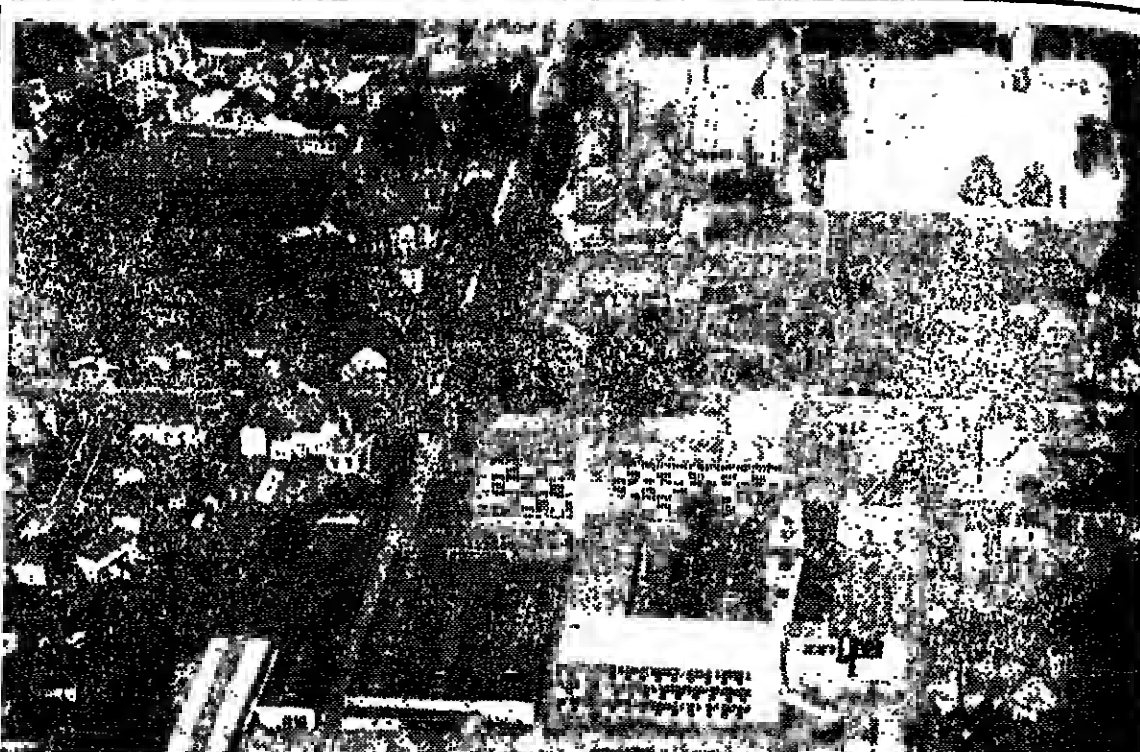
The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.

The Polytechnic is again faced by its governors, who are elected by the students. It is a letter which, in the eyes of many, has reopened the wounds of a four-year conflict between the two bodies.



So near but yet so far—Darlington College of Technology (centre bottom), Darlington College of Education (centre top), and Queen Elizabeth sixth-form college (top right).

Rejected as a poly site, it may now lose its teacher training...

Should Darlington lose out again?

Darlington must be one of the few towns that has suffered a loss in higher education provision since the mad scramble for expansion began over a decade ago.

The college estimates that about 120 students of the 435 in the college are taking initial or in-service nursery education courses.

Students have a wide choice of school to train as nursery teachers since of the 1,565 full-time equivalent nursery places for children in Durham, a total of 955 (38 per cent) are in Darlington and 130 in neighbouring Consett and Newton Aycliffe.

During the next school year another 200 places will be provided in the Darlington and Bishop Auckland areas.

The college estimates that its good communications by bus from Richmond and Swaleside and its train services to Teesside and Durham could allow nursery education to expand to about 250 places.

The second major argument in the college's case is the development of a neighbourhood campus which could be used at a later date to expand higher education in the Darlington area.

The college is adjacent to both the town's Queen Elizabeth sixth-form college and the Darlington College of Technology.

The Lynch-pin of the academic argument is the college's development of nursery education which is advanced in the Northern region.

The college estimates that about 120 students of the 435 in the college are taking initial or in-service nursery education courses.

Students have a wide choice of school to train as nursery teachers since of the 1,565 full-time equivalent nursery places for children in Durham, a total of 955 (38 per cent) are in Darlington and 130 in neighbouring Consett and Newton Aycliffe.

During the next school year another 200 places will be provided in the Darlington and Bishop Auckland areas.

The college estimates that its good communications by bus from Richmond and Swaleside and its train services to Teesside and Durham could allow nursery education to expand to about 250 places.

The second major argument in the college's case is the development of a neighbourhood campus which could be used at a later date to expand higher education in the Darlington area.

The college is adjacent to both the town's Queen Elizabeth sixth-form college and the Darlington College of Technology.

The Lynch-pin of the academic argument is the college's development of nursery education which is advanced in the Northern region.

The college estimates that about 120 students of the 435 in the college are taking initial or in-service nursery education courses.

Students have a wide choice of school to train as nursery teachers since of the 1,565 full-time equivalent nursery places for children in Durham, a total of 955 (38 per cent) are in Darlington and 130 in neighbouring Consett and Newton Aycliffe.

During the next school year another 200 places will be provided in the Darlington and Bishop Auckland areas.

The college estimates that its good communications by bus from Richmond and Swaleside and its train services to Teesside and Durham could allow nursery education to expand to about 250 places.

The second major argument in the college's case is the development of a neighbourhood campus which could be used at a later date to expand higher education in the Darlington area.

The college is adjacent to both the town's Queen Elizabeth sixth-form college and the Darlington College of Technology.

The Lynch-pin of the academic argument is the college's development of nursery education which is advanced in the Northern region.

The Lynch-pin of the academic argument is the college's development of nursery education which is advanced in the Northern region.

The college estimates that about 120 students of the 435 in the college are taking initial or in-service nursery education courses.

Students have a wide choice of school to train as nursery teachers since of the 1,565 full-time equivalent nursery places for children in Durham, a total of 955 (38 per cent) are in Darlington and 130 in neighbouring Consett and Newton Aycliffe.

During the next school year another 200 places will be provided in the Darlington and Bishop Auckland areas.

The college estimates that its good communications by bus from Richmond and Swaleside and its train services to Teesside and Durham could allow nursery education to expand to about 250 places.

The second major argument in the college's case is the development of a neighbourhood campus which could be used at a later date to expand higher education in the Darlington area.

The college is adjacent to both the town's Queen Elizabeth sixth-form college and the Darlington College of Technology.

The Lynch-pin of the academic argument is the college's development of nursery education which is advanced in the Northern region.

The college estimates that about 120 students of the 435 in the college are taking initial or in-service nursery education courses.

Students have a wide choice of school to train as nursery teachers since of the 1,565 full-time equivalent nursery places for children in Durham, a total of 955 (38 per cent) are in Darlington and 130 in neighbouring Consett and Newton Aycliffe.

During the next school year another 200 places will be provided in the Darlington and Bishop Auckland areas.

The college estimates that its good communications by bus from Richmond and Swaleside and its train services to Teesside and Durham could allow nursery education to expand to about 250 places.

The second major argument in the college's case is the development of a neighbourhood campus which could be used at a later date to expand higher education in the Darlington area.

The college is adjacent to both the town's Queen Elizabeth sixth-form college and the Darlington College of Technology.

The Lynch-pin of the academic argument is the college's development of nursery education which is advanced in the Northern region.

The first of two articles by David Walker

The British Academy adapts its elitism to new needs

The British Academy is an unashamedly elitist institution. Born in the twentieth century but redolent of the eighteenth, it is a spangled assembly of the great names of British scholarship in the humanities.

The academy is the guardian of the learned societies, the succour of archaeologists, historians and classicists, the promoter of intellectual events and symposia. It is the embodiment of standards in the humanities and social sciences.

Lord Robbins, a former president, said: "The academy is the expert; they can provide, at comparatively short notice, representative aspects of the expertise of learning in this country."

The grand leather bound volume in the secretary's office in the academy's modest suite of offices in Burlington House in Piccadilly contains, for example, most of the leading names of modern British history—Trevor-Roper, Taylor, Plumb, Elton, Butterfield—and of British philosophy—Ayer, Hempel, Hart, Popper, Williams and von Wright. To be a member of the 350 is a signal academic honour.

The academy is financed by the state, although its annual grant of £700,000 is paltry compared with the vast sums spent on higher education. With this sum it undertakes a full programme of organizing knowledge and sustaining scholarship. However, unsure they may be about its snobbish aspects, leading academics in the humanities are unanimous that if the Royal Society had not created the academy 74 years ago, it would have had to be created afresh, if only to carry out its programme of grants.

But curiously, one of the most striking attitudes of many fellows is diffidence. A Cambridge archaeologist said he had gladly contributed towards the cost of the ceremonial award of a French colleague elected to the College de France, but he was humbly sceptical about his membership of the academy. All the flattery was somehow on-British.

Traces of this attitude show even among members of the academy's council. Mr Stuart Hampshire, warden of Wadham College, Oxford, said that the academy's work in giving grants and protecting scholarship was by far more important than any prestige it conferred.

Many of the Oxford and Cambridge academics, who form the bulk of the fellowship, said the academy mattered much less than the Royal Society. The title of Fellow of the Royal Society was something, but not to be a fellow was a disaster. He wondered whether this applied to the academy.

Paraphrasing the diffidence of many fellows is just British diffidence. In 1927 Lord Birkenhead told a Conservative dinner of the academy that the British as a people had not

readily yielded to the temptation to form academies which would crystallize either artistic or literary standards.

Yet in a creaky field like classics there are pressures to secure election. The title of fellow of the British Academy matters much to historians, too. Social scientists, however, according to a leading economist, did not really care.

Critics of the academy point out avoidance of the bias in the fellowship towards traditional academic areas. "Modern" academic areas like linguistics or comparative literature or sociology have few representatives and they conclude there must be an electoral conspiracy. Election, one man commented, was no more than common room gossip writ large.

Such a charge is hotly denied by the fellows. Soundings about a man's reputation are taken at home and abroad before "papers are taken out" for his candidature. In recent years the council, secretary and fellowship standing committee have taken an increasingly active role in looking after the interests of newer areas.

Despite the nonchalance affected by some fellows, membership of the club is a great prize. At the academy's annual dinner in 1970 Sir Edward (later Lord) Boyle put his finger on the memorial nature of the recognition conferred by the academy when he said: "Your own obituary notices are the best record of our national scholarship and learning."

The list of fellows bears this out. Among the deceased is a procession of holders of the Order of Merit: Fisher, Gilbert Murray, G. E. Moore, Freyer, Bryce, Mackail, Whitehead. It constitutes a catalogue of British twentieth century intellect—Tawney, Maitland, Beveridge, Keynes.

At the very least academy represents a means of distinction for those increasingly few academics who are not university men, who have refused to go for chairs and committee chairmanships, who have spent their academic lives in libraries or on archaeological digs.

The academy is an alternative source of prestige for the traditional university virtue of scholarship and intellectual erudition. It is, for instance, a fascinating exercise to ask how many vice-chancellors are fellows of the academy.

A body devoted to preservation of standards through time runs the risk of ossifying and upholding tradition for its own sake. Other national academies have become the preserve of lexicographers and belletrists. But the academy, according to its secretary, Dr Neville Williams, has managed to adapt.

New subjects have made their appearance. Dye-dye year the academy has expanded allowing new disciplines to be represented. Dr Williams said: "If the range

of real scholarship changes it will be shown in the academy, but it has to be sure that somebody holding, say, a chair of accountancy or whatever comes up to the mark."

"The sole criterion of fellowship is contribution to scholarship. It does not matter if a chap is a first class teacher or happens to hold a particular academic position. It all hinges on his performance as a scholar. Once you go away from that, you are on a slippery slope."

Professor Eric Turner of University College London, a fellow and president of the International Union of Academies, said the key to the academy's success was its adaptability. It had been flexible enough to expand and take on new functions through the years.

The BA started off with 100 fellows. Last year its constitution was amended to allow 350 fellows plus senior fellows over the age of 72 who cannot hold office. In 1934 the then president, Dr J. W. Mackail, spoke of the difficulty posed by a limitation on numbers because of the natural tendency to give weight to the claims of seniority yet still electing scholars while in the maturity of their powers.

A key decade in the academy's history was the 1950s and the work of its president, Sir Maurice Bowra, from 1958 to 1962 and its secretary, Sir Mortimer Wheeler, from 1949-1968. Together they persuaded the Government to let the academy become an agency for the transmission of funds to the humanities.

Until then the academy was largely decorative, was named at the behest of the Royal Society in 1901 largely to fulfil international obligations which the academics did not feel competent to handle.

The shadow of the Royal Society has hung over the BA for many years. Sir John Clapham, president of the academy, said in 1943: "The BA is an infant compared with the Royal Society, barely 40 years old. But it represents the whole field of learning outside the natural sciences, from archaeology to economics."

Sir Mortimer Wheeler is generally credited with giving the BA a role apart from its function as an exclusive club for scholars. Wheeler is an almost legendary figure: a television personality in the 1950s, a propagandist on behalf of causes like protecting the temples of Abu Simbel in Egypt as well as the country's best-known archaeologist. During his secretaryship of the BA the Treasury grant was increased dramatically and he was active in expanding the number of schools of history and archaeology run by the BA abroad.

In 1958 with a grant from the American Rockefeller Foundation the BA surveyed what provision was made for research in the humanities and social sciences and an upshot of the ensuing discussion was the Conservative government's decision in 1962 to pay a grant to the BA which it would then disperse to humanities scholars. Lord Hailsham, then Minister responsible

for research, excluded the social sciences as they involved a "wider government interest".

From that arrangement the Social Science Research Council later emerged, producing what some academics hold is the anomaly of social scientists getting their funds from a government agency but looking for recognition—often in vain, it is alleged—from the British Academy which acts as a kind of research council for the humanities.

During the 1960s the present system of government grant was established, partly due to the friendship shown the academy by such civil servants as Sir Tony Weaver of the Department of Education and Science.

In 1974-75 the total income of the BA was £701,000 of which £695,000 came direct from the DES. Of this total £407,000 was earmarked for the schools and institutes overseas. Research awards totalled £135,000, whereas awards for publications were £34,000 and £63,000 for administration.

By and large the government grant has kept pace with rising costs though finance is a subject that has begun to preoccupy the council. It was said that implementing the recommendations in the report of a committee under Professor H. C. Darby of Cambridge to scale learned societies was held up by the BA's shortage of cash, though events have not overtaken the report.

A large part of this grant goes to support nine research institutes abroad in Ankara, Athens, Baghdad, Jerusalem, Kabul, Nairn, Rome and Tehran which were mostly concerned with archaeological studies in their respective areas. Some, like the British Institute in Eastern Africa, are a focus for work in ethnography.

The latest, in Singapore, is to be concerned with the archaeology, cultural anthropology and the history of South-East Asia. This, like the others, will provide background facilities for scholars visiting the area to help with their research.

Lord Robbins called the schools and institutes "the glory of British culture and experts agree they help to maintain the position of British archaeology in the world."

Professor Grahame Clark, master of Peterhouse College, Cambridge, and a leading archaeologist, said: "The council of the academy is very good to archaeology. There is only a small cadre of really good men in Britain and the presence of one could set the studies of a whole generation back. In created government finance through the academy is needed to sustain scholarship."

However, the last president of the academy, Sir Denys Page, an illustrious classical scholar, made clear in his presidential address last year that the BA simply distributed the money grant to schools from the DES. He im-



Sir Mortimer Wheeler, secretary of the British Academy 1949-1968.

almost marginal role as far as policy matters on the schools went.

Some academics consider the schools with their atmosphere of nineteenth century individualism are on anachronism. The archaeological sites are in increasingly self-aware Third World countries. Days when great British archaeologist like Leonard Woolley could hire Iraqi labourers at one shilling a day are gone for ever.

As well as the permanent schools and institutes the BA supports the Egypt Exploration Society and the Society for Libyan Studies. The former has been working in recent years in cooperation with the Egyptian authorities at Saqqara near Cairo in centres of ancient animal cults.

A glance at the list of extending committees of the academy gives an idea of the other kinds of work it supports. They range from the Anglo-Palestine Archives Committee which is concerned with documents of the period of the British Mandate in Palestine and the foundation of Israel to the Corpus Vetus Latinum which is cataloguing examples of stained glass in the English cathedrals.

The Save Carthage Committee was appointed in 1973 and has begun excavations in Tunisia, but apart from a few minor excursions such as this, the academy avoids politics. While some members are averse to such a diverse collectivity taking any view at all, several feel it should represent the interests of scholarship government.

The kind of issue the academy could take a collective view on held to be one of pure scholarship alone. For instance, earlier this year it presented its view on the planned move of the British Library to a new site in central London to the chief executive of the library.

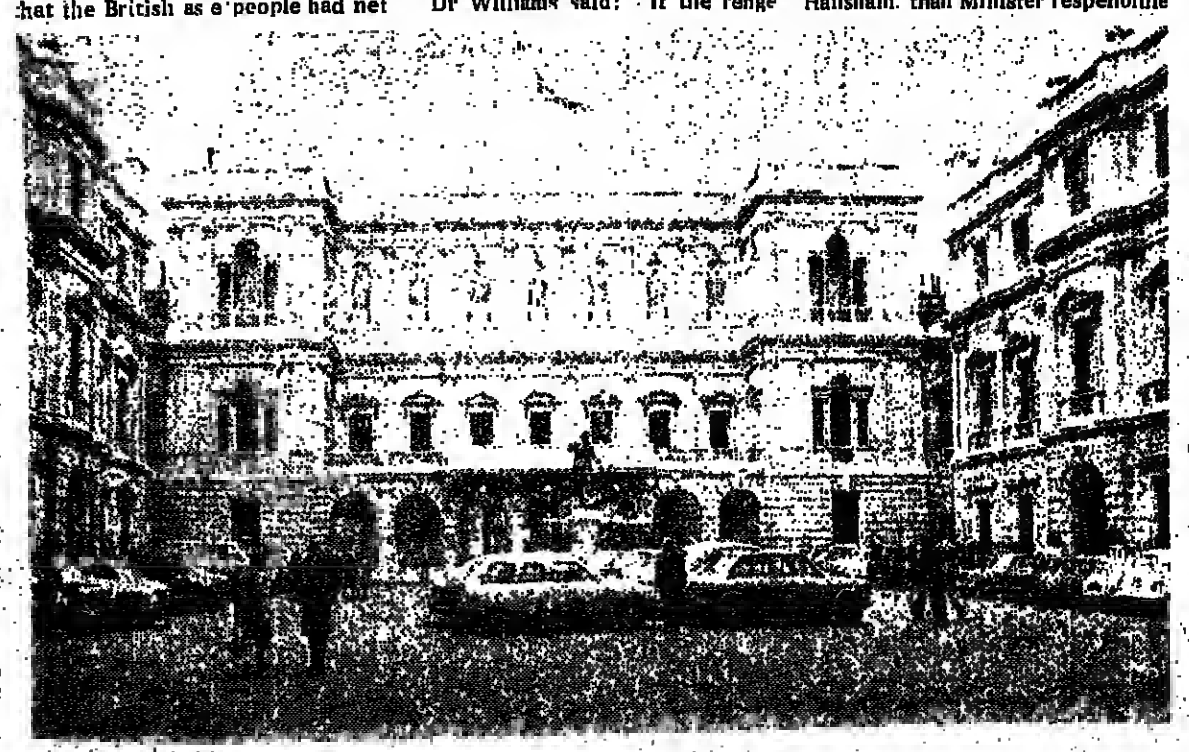
Apart from its standing committees, the BA makes grants to individual and societies for research which in 1974-75 totalled about 20 per cent of its income. It administers overseas awards from government funds and provides money for a number of overseas fellowships.

Dr Williams, the secretary and a reconverted Tudor historian in his own right, said that perhaps because other sources of funds had been drying up, the standards of application were rising. The BA had also become better known as a source.

The British Council funds various exchange programmes with East European academics administered by the BA, and last year the BA sent a scholar to Mongolia and invited a party of Russians to a symposium in Cambridge. Last year, too, a larger discussion meeting was held in conjunction with the Royal Netherlands Academy and the Royal Society.

The second article looks at the present role and composition of the

David Walker



Archives

Creating man in their own image

• Odette de Mourgues

• Odette de Mourgues

There is no danger with as with so many historians, his recollections will seem less than the inventions of fiction. His affidavits are with novellists. Heizer, though he himself might make a comparison to Simenon.

[illegible]

dimanche 8 décembre [1793] on recommencé à dire des messes dans plusieurs endroits de Paris, non pas dans les paroisses, puisqu'elles étaient fermées mais dans d'autres endroits, moi le dimanche 15 on cessé."

Like its predecessor, the book examines a number of facets of social life in Banbury. The main situations, religion, voluntary associations, clubs, and sports, are treated in separate chapters. The family, neighbourhood relations and social class all find their place. Some of the topics appear as isolated snippets in studies, rather than as contributing to an overall view of Banbury. It may be partly due to the difficulty that the researchers found combining the data gained from participant observation with the quantitative material derived from questionnaire interviews. But it is also a reflection of the nature of the study of life in Banbury, which is not closely integrated or unified. Nevertheless, a good overall picture

The subject is made more complex because the philosophers attempt to create man in their own intellectual image, while the case workers largely experience man as he is. The case worker's responsibility is to help the individual with his own distorted self-image, his own distorted family relationships, or his own distorted sense of himself in relation to his environment or under the compulsive influence of drink or drugs. No doubt it was part of the struggle away from the nineteenth century moralizing about the undesirables that led some of the best social work theorists to try to discover a valid principle on which to help people in such circumstances.

Self-determination equated with negative freedom is familiar to social workers as freedom from social control. Freedom is seen as distinct from freedom *to*. It is arguable that social work intervention does no more than help to free people from internal, interpersonal and environmental constraints.

Eileen Younghusband

Volume 2, which will be published late in 1975, will cover the private papers of some 1,500 senior public servants; the third volume will deal with the papers of Members of Parliament and the fourth with the papers of editors, publicists, academics and intellectuals.

Eileen Younghusband

Like its predecessor, the book examines a number of facets of social life in Banbury. The main situations, religion, voluntary associations, clubs, and sports, are treated in separate chapters. The family, neighbourhood relations and social class all find their place. Some of the topics appear as isolated snippets in studies, rather than as contributing to an overall view of Banbury. It may be partly due to the difficulty that the researchers found combining the data gained from participant observation with the quantitative material derived from questionnaire interviews. But it is also a reflection of the nature of the study of life in Banbury, which is not closely integrated or unified. Nevertheless, a good overall picture

Since the earlier study, social clearances in Banbury have become less sharp. Social divisions based on religion, political party and social class are now much less clearly superimposed upon one another. Social class divisions have themselves become blurred, and the clear-cut views of "class" and "status" were shared by the respondents. At the same time, the authors find it possible to identify a dominant class in Banbury, d

In the end the book is a little disappointing since human detail of social life is rather scarcer than might have been expected. Perhaps it is too slim, though brevity has its advantages. The text is very readable and the authors have managed to put a few interesting details of the past into the appendices. Its strength lies not so much in the overall depiction of Banbury, but rather in the wide range of empirical findings of theoretical significance for sociologists working in such fields as social structure, the family, social stratification, voluntary associations and religion.

David Berry

For planners and politicians the problem of the Third World cities is their rapid growth as a result of: the influx of migrants from rural areas and the high birth rate among the young urban population. Kenneth Little uses an anthropological definition of urbanization, "the cumulative accretion of characteristics distinctive of a mode of life associated with growth of cities". He provides in this short book a most useful summary of the literature describing the adaptation made by African city life, covering a wide range of topics. For this reason this book will be popular as a student text. The emphasis however is on the urban.

The social process of adaptation is seen as the genesis of new terms of social relationships, types of association, changing m

Full details of the above are available from Marketing Department, Mathuen and Co., North Way, Andover, Hampshire SP10 5BE

Elsevier
P.O. Box 211
Amsterdam - The Netherlands



Xenophobia

Psephologists' findings



The Labour Movement in Europe

Walter Kondall

European labour, whether organised in trade unions, socialist or Christian parties, represents a crucial element in European society. Yet information regarding the international labour movement remains astonishingly hard to find. This work seeks to present the labour movement of six European countries so as to make their many differences comprehensible, to show them as the product of socio-economic factors at variance with those usually taken for granted in the Anglo-Saxon world.

Cased £10.00 paper £5.00 To be published on 12 June

Pressure Groups in Britain 1720-1970

Graham Wootton

Supplemented by many original documents, Professor Wootton's assay may be read as an introduction to the rise and activities of those private groups that have influenced or attempted to influence the course of government policy. Yet it also offers a contribution to the literature on political modernization by relating the issue of 'the new feudalism' and relating it to the theories of representation and consent as components of the political culture of contemporary Britain. £8.50

The Roots of Identity

Three National Movements in Contemporary European Politics

Patricia Elton Mayo

Patricia Elton Mayo's analysis of Welsh, Basque and Breton historical and present identity is set in the context of the wider problems of revolt against centralist government. Its consideration is one of extreme relevance to students of national movements and of Europe.

Cased £4.00 paper £2.25

Allen Lane

A NEW IMAGE FOR POLITICS

Political Realities

Edited on behalf of the Politics Association by Bernard Crick and Derek Heater

These books are designed to cover the important topics on British Constitution, Government and Politics A-level syllabuses. They offer concrete and realistic accounts of how government and politics actually work, drawn from the latest documents and reports and the most up-to-date academic authorities, thus providing the kind of realistic material and controversies, handled objectively, which are increasingly demanded by examination papers in the subject. 'For too long, Professor Crick says, "school teachers have been harassed by the lack of suitable textbooks - books that deal with the conflicts of politics as well as the consensus."

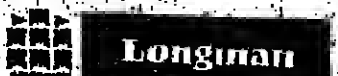
TITLES ALREADY PUBLISHED

Political Studies: A Handbook for Teachers by T. G. Branson Cased £2.50 Paper £1.50
Contemporary Political Ideas by Derek Heater Cased £2.25 Paper £1.25
Modern Democracy: The Home Civil Service by Dame Enid Russell-Smith Cased £2.25 Paper £1.25

FORTHCOMING TITLES

Law, Justice and Politics by Gavin Owen Cased £2.50 Paper £1.50
To be published June 1975
The Commonwealth by Peter B. Hall Cased £2.50 Paper £1.50
To be published September 1975
Issues in British Politics since 1945 by L. J. Macfarlane Cased £2.75 Paper £1.75
To be published November 1975

For further information or inspection copies please write to Teresa Millman, Longman Group Limited, Longman House, Burnt Mill, Harlow, Essex, CM20 2JE



PARTICIPATION WITHOUT POLITICS

by Samuel Brittan

In a study of the role of money in a way of social co-operation, Sam Brittan asks the question: 'What is the role of money in a society where the market is the only power?' This is a book that is both a study and a polemic. It is a study of the role of money in a society where the market is the only power. It is a polemic in that it is a study of the role of money in a society where the market is the only power.

The Institute of Economic Affairs, 2 Lord North Street, London SW1P 3LB.

BOOKS

Tales of Arabian knights

Revolutionary Transformation in the Arab World: Hobbes and his Comrades from Nationalism to Marxism

by W. W. Kozzish
Charles Knight, £2.00
ISBN 0 85314 237 X

For all the publicity that has surrounded the activities of revolutionary groups in the Arab world of late years, especially the Palestinian extremists, surprisingly little information is available in the West about their origins and their relationship to one another. That there was a loose-knit underground organization called the 'Movement of Arab Nationalists', with branches in several Arab countries, has been known for some years, but its exact connexion with groups like the Popular Front for the Liberation of Palestine and the Democratic Popular Front was clouded, and the place in it of such well-known figures as George Hishmi and Wafiq Haddad of the PFLP and Nayif Hawatima of the DFLP was equally obscure. Now Dr Wafiq Haddad has opened the shutters on the Arab Nationalist Movement not to their fullest extent perhaps but enough to allow some light in and to enable us to see the outlines, at least, of this shadowy organization and its even more shadowy principals.

It is a brave action on his part, for he was himself an active member of the Arab Nationalist Movement for eight years (from 1957 to 1965), and after societies as a rule do not look kindly upon the publication of revelations about them by former votaries.

The first of Dr Kozzish's revelations, that the ANM had its beginnings in the years 1950-52 as a 'literary' society at the American University of Beirut, occasions little surprise. That institution has come a long way from what its founders at a century ago, conceived to be its purpose and function. The second revelation, that it was a group of Palestinian students, led by George Hishmi and Wafiq Haddad, and inspired by the preachings of those notable nationalist divines, Qasim Zurek and Fayz Sayigh, who founded the movement, was equally predictable. What was less apparent before, and even here emerges only from the interstices of Dr Kozzish's account, is how slight was the numerical strength of the ANM, especially in view of the mystique which it gathered about it in later years. Most of its members were recruited from students at the AUB, who in turn came mostly from the middle ranks of Palestinian and Lebanese society. A few more converts were made among students who came to the AUB from other Arab countries.

On their return home, some of them, in company with Palestinian émigrés who went to work in Syria, Egypt, Iraq or Kuwait, established new cells of the movement in these countries. But their numbers were not great (Dr Kozzish says that only 15 Syrians had been recruited by 1960 for the ANM did not regard itself initially as a mass movement but rather as an élite 'giving group' of young intellectuals who, by argument and exhortation, would rouse the governments of the Arab states to the performance of their duty to avenge the shameful defeat in Palestine in 1948 and to eradicate all scars of Western imperialism and Zionism in the Middle East.

The ANM, as his name indicates, was intensely nationalist, and its predominantly Palestinian leadership made the defeat of Israel its overriding goal of the movement. For the Jews of Israel there was to be only one grim choice—expulsion or extermination. Moreover, as Dr Kozzish makes clear, the ANM refused to distinguish between Jewry everywhere and the Jewish enemy and must be crushed. The Arabs could only triumph if they were united, and the ANM pinned their hopes for the unification of the Arab states upon Nasser. He was their hero and their paladin until the second disastrous defeat in 1967.

The amalgamation of several Palestinian factions to form the Palestine Liberation Organization in 1964 stole some of the ANM's thunder, and it also marked, in both the strategy and the organization of the movement. Up to 1960, Dr Kozzish recounts, the ANM had adhered to its 'theory of the separation of stages', that is to say, the political integration of the Arab states and the defeat of Zionism and Western imperialism had to be achieved before the Arabs could turn their attention to social and economic reform. Now some of the ANM's central committee began to argue (and more particularly after the break-up of the union between Egypt and Syria in 1961, when the headquarters of the ANM was moved from Damascus to Beirut), that the struggle was as much against feudalism and capitalism as it was against Zionism and imperialism, and that the movement should widen its appeal so as to encompass the Arab masses.

By 1964 the radicals, led by the Lebanese Muhsin Ibrahim and the Palestinian Nayif Hawatima, were at odds with the 'old guard', led by Hishmi and his fellow Palestinian, Wafiq Haddad. Hishmi organized the National Front for the Liberation of Palestine from the ANM, partly in response to the urging of the PLO but also to offset the growing influence of the radical 'theoreticians' of the movement.

The two wings remained in uneasy harmony until the aftermath of the overwhelming defeat of the Arab armies by Israel in 1967. That defeat destroyed the ANM's faith in Nasser and led it to condemn his regime and those of the other 'progressive' Arab states as 'netty bourgeois'. Hishmi was at one with the rest of the ANM leadership in declaring that henceforth the only road for the movement to take was the armed struggle of the masses against Zionism, imperialism and the Arab 'reactionary classes', and he altered the name of the NLFP accordingly to the Popular Front for the Liberation of Palestine. But Hishmi had not travelled as far along this road as had Ibrahim Hawatima and his followers, so that the gap between them still existed. It widened rapidly in the next two years, splitting the ANM wide open, not just the Palestinian leadership in Beirut but every branch of the movement elsewhere, destroying whatever cohesion it might have had as a pan-Arab organization. Hawatima established the Democratic Popular Front as a challenge to Hishmi's PFLP, and before 1969 was out two groups were fighting openly in the streets of Beirut. The descent from there to today's senseless terrorism has been a steep and ugly one.

Dr Kozzish modestly disclaims any intention of attempting a thoroughgoing assessment of the role of the ANM in Arab political life in the past 20 years, but even so he has given us a most valuable outline of the movement's origins and evolution, and for this we are much indebted to him. He makes the point towards the close of his book that, for all its claims of late years to be a revolutionary movement, the ANM never made any headway among the Arab masses. The only country in which it has achieved a practical success is south Yemen, where the Marxist-Leninist National Liberation Front has set up its own version of the dictatorship of the proletariat. Otherwise the ANM remains what it has always been, a small, isolated band of 'rootless intellectuals', wearing out their lives with coffee in the clubs and coëns of Beirut.

J. B. Kelly

History seen as a conflict of forces

Descent from Power: British Foreign Policy 1945-1973 by P. S. Northedge
Allen and Unwin, £6.00 and £2.75
ISBN 0 04 327050 6 and 32051 4
Current British Foreign Policy 1972 edited by D. C. Watt and J. Mayall
Temple Smith, £12.50
ISBN 0 8511 7060 9

As is to be expected from so accomplished a scholar, Professor Northedge has provided an account full of pertinent facts and figures of post-war British foreign policy with all the major events carefully and judiciously set out. It will be welcomed by the hard-pressed student and general reader who wants the facts without frills and in particular the spread of policy in a few pages. The book is divided into two parts. The first part, 'The making of the North Atlantic Treaty', is concerned with the early years of the crisis of 1945-1951. Rhodesia and the Commonwealth in the 1960s. Given the author's intention to provide a reliable narrative of the policy-making process, it is surprising that he has paid relatively little attention to the human and personal elements of policy-making. This history reads like a collection of facts. It is not

not a criticism to point out that the book in parts reads like an expanded account of carefully worked out lectures emphasizing the major 'factors', or the three or four elements which created a particular situation or affected policy. The chief virtue of the book requires foregoing the excitement of a more personal approach.

Professor Northedge is mainly concerned with the underlying forces that shaped Britain's relations with the rest of the world. He contrasts the decline of prestige Britain had reached at the close of the Second World War with her 'lack of substance of real power' only a few months after Yalta. Britain had to apply for 'national assistance' in Washington. His approach is that of the international relations expert. He concludes that because of the nature of the 'geopolitical' forces, hardly any action by the British government in the post-war period could have done anything to reverse the decline. He concedes that serious mistakes may have been made, but they were not his concern. He pays relatively little attention to the human and personal elements of policy-making. This history reads like a collection of facts. It is not

of individual leaders and politicians grappling with the problems of the day and judging them on the basis of their experience of the past and their hopes for the future.

The book is for those who like detachment, but there is undeniably a lack of life about it. It is a book that also questions the thesis that in its broad development the course of British foreign policy was inevitable. When a great British statesman had seen in 1950 that Britain was a part of continental Europe and should provide it with leadership? Instead there has been a 'correlation' only about British policy between the wars and after, in the qualified and the partial commitment to Europe.

D. C. Watt and J. Mayall have provided us with the third and novel reference volume of documents on British foreign policy. What is noteworthy is that this selection is the entirely independent work of two scholars and not an official publication. The thousand pages are not intended for general reading, but the excellent indexes make it possible to look up some pertinent statements and documents on many issues of significance. This is a valuable reference work and long may this series continue.

BOOKS

The power of invisible power

Power: A Radical View by Steven Lukes
Macmillan, 75p
ISBN 333 16672 8

How to locate power has occasioned a vigorous and sometimes emotional debate amongst political scientists over the past 20 years. At issue are fundamental epistemological assumptions about the nature of valid evidence and proper inference in the social sciences, from which radically different conclusions about the distribution of power in Western democracies have been reached.

Steven Lukes's contribution is a concise and characteristically powerful essay. His point of departure is Bachrach and Baratz's influential critique of Dahl's celebrated study of power in New Haven, Connecticut, *Who Governs?* Dahl's conception of power, the argument went, was narrowly 'one-dimensional'. It was confined to its visible manifestations only, in particular the actions of individuals in decision-making over public issues, which there was observable conflict.

But it neglected the other, hidden side of power, involved in 'decision-making': the agenda-setting capacity to suppress or deflect potential issues from entering the political arena in the first place; the power to produce a 'false consensus' by shaping people's beliefs and preferences even against their best interests; and the more subtle, unconscious domination exercised by those whose existing reputation for power induced a fatalistic compliance among others (the power of 'unanticipated reactions'). Thus what might appear to be high levels of consensus and satisfaction in a community were not necessarily incompatible with the existence of powerful elites selfishly serving their own interests at the expense of the majority. In the latest stage of the controversy Dahl and his followers have energetically counter-charged their critics of 'unrealistic' and 'non-scientific' and 'non-decision-making'. In other words, through the use of non-concepts and non-evidence.

Lukes attempts to transcend the current state of debate by proposing

ing a 'three-dimensional' view of power, about which two important claims are made. One is that it is 'empirically useful in that hypothesis can be framed in terms of it that are in principle verifiable and falsifiable' (my italics); the other is that it is 'politically and methodologically radical'. Without wishing to deny the genuine advances in Lukes's argument, I think these claims are unconvincing.

To begin with, no radically different 'third' dimension is really added. Instead, Bachrach and Baratz are taken to task for 'following their adversaries too closely', in particular for concentrating on individual decision-makers rather than the power of 'collective forces and social arrangements', and for retaining their opponents' positivistic conceptions of power, conflict and grievance. This may be true of the Bachrach and Baratz's disagreement, but it is not true of the two-dimensional view. Empirically, in the *Power and Poverty*, but it is unfair comment on their position, or that of their allies, in general. Lukes is really a proponent of a more thoroughgoing version of the two-dimensional view, in which the dimension of power is to be found not in the political arena but in the social structure, in the way that power is distributed among individuals and groups.

I think this is simply too cavalier. For what is the researcher to do in the absence of Moscow or Warsaw Springs—where convincing evidence for the existence of invisible power does not exist? Presumably the logical answer is to return to the verdict of 'not proven', although this is never made explicit by Lukes. That would certainly meet the charges of logical carelessness so persistently levelled by Dahl and his colleagues against their radical critics, and in this sense the three-dimensional view would indeed incorporate and supersede earlier conceptions of power. But I doubt if this will happen. Instead, I suspect, Lukes's book will strengthen the well-known Law of the Monoclonal Exception: confronted in opposite ways by the single example of pollution in the United States, confirmed radicals and pluralists alike will continue to assert or deny the existence of invisible power in the absence of substantiating evidence.

Ivor Crewe

Two faces of the Party

Cours, Camarade, le PCF est derrière toi
by Michèle Maucoux and Jacques Donzelot Gallimard
Histoire Secrète du Parti Communiste
by Roland Gaucher
Editions Albin Michel
ISBN 2 226 00903 4

The recent opinion poll recording a mere 14 per cent support for the French Communist Party can leave little anxiety to the authors of these two recent books on 'The Party'. For immediately and convincingly apparent in both these works is the strong version of the writers for their subject matter. It is, however, from opposite extremes of the political spectrum that these attacks are launched: Michèle Maucoux and Jacques Donzelot are clearly the products of May 1968. Roland Gaucher is more identifiable with the Cold War and 10 years' experience on the staff of the extreme right-wing newspaper *Minute*.

Not surprisingly, their criticisms of the party are very different. Maucoux and Donzelot attack the harshly authoritarian attitude of the party towards those whose interests it claims to represent, those who suffer most from the existing economic and political order. Their book is about the party at the present time. It deals with a number of strikes and other conflicts of the period November 1972 to June 1973. It is organized in three parts: 'Inquiries' (all including numerous interviews and conversations) with the factory, the school and

conclusion are drawn. In this way the authors describe and analyse attempts by the party and its ancillary organizations to take over or direct, or to destroy, spontaneously created protest movements and to neutralize the disruptive outbursts of gnostics, and to substitute accepted forms of social conflict (short, large-scale demonstrations of power such as one-day strikes, organized protest marches and brief periods of work to rule) for the more aggressive activities of the extreme Left such as long strikes, factory occupations and kidnappings of officials) the Parti Communiste Français not only reinforces its own position and influence but also tacitly concedes to the party's enemies that the political system is in a state of crisis.

Both books, however, share many faults. Not the least of these is that they are unreadable. They compare favourably in loose organization, bad presentation and irritating style, but the sheer length of the Gaucher book (646 pages) and its annoying minute mannerisms (unanswered 'challenging' questions and half-truths are good examples) make it the less approachable of the two. Nor is there good respect shown in these books for the great French tradition of logical thinking; there is much more straightforward assertion than reasonable argument. It must also be pointed out that in both cases the sources are somewhat suspect: Maucoux and Donzelot admit they linked themselves to 'the most active fraction of the population in conflict' to find criticism of the party. Gaucher provides an extensive bibliography which includes several unpublished letters and other documents, and even notes the danger of relying on the writings of ex-communists, but nonetheless frequently falls into this trap.

Sodily, neither of these books relates anything very new or even very interesting. The one is more a left-wing tract than a serious study, the other more an encyclopaedia than an historical survey. In comparison with the works of Bon, Krieger, Laurens and Pfister, Tiersky and even with the recent book of Harris and de Sedouy neither Gaucher nor Maucoux and Donzelot provide really useful additions to our knowledge of the PCF.

POLITICS FROM LONGMAN

The Changing Structure of British Foreign Policy

Roy E. Jones

Concerned with the underlying nature of current foreign policy problems this book analyses the strategic, economic, and institutional issues facing Britain in a way which raises basic questions about the structure of foreign policy itself. £3.50 net

The Security Council

Richard Hiscocks

In a style which combines clarity and readability with completeness of treatment, Professor Hiscocks gives a general assessment of the Security Council, its structure, power, past record and future possibilities. £1.95 net

China Now

D. J. Dwyer

In an integrated fashion this book covers the geographical, historical and socio-economic and political characteristics of present-day China. Cased £6.50 net Paper £3.95 net

Economic Systems in World History

Stephen Viljoen

Surveys the system evolved for the co-ordination of economic activities, and analyses the reasons for the emergence of the varied economies, their sources of strength and weakness, and their impact on the world. £4.75 net

World History in the Twentieth Century

R. D. Cornwell

Traces the evolution of world affairs from 1900 to the mid-1980s, giving a dispassionate and balanced account of developments in each continent. £1.25 net

World Politics Since 1945

P. Calvocoressi

A lively and readable guide to international events, assessing the relative importance of past developments, and indicating what can be expected to constitute the salient features of future world politics - and why. £3.00 net

Democracy and Illusion

J. Plamenatz

Analyses, defends and justifies the liberal interpretation of the nature of democracy against views put forward in recent writings on the subject. £3.50 net

The Practice of Comparative Politics

Edited by Paul G. Lewis and David C. Potter

This Open University set book presents in the form of a Reader a new introduction to the subject of comparative politics. Cased £2.95 net Paper £1.40 net

Studies in the Theory of Imperialism

Edited by Roger Owen and Bob Sutcliffe

These studies give a general assessment of what has been achieved since the great revival of interest in theories of imperialism. Cased £5.50 net Paper £3.00 net

An Introduction to International Relations

P. A. Reynolds

Sets out to explore the nature of international relations from two viewpoints: from the behaviour of states, and from the study of international systems. Cased £2.50 net Paper £1.75 net

A Dictionary of Political Analysis

G. K. Roberts

A concise, comprehensive terminology of political analysis, with definitions, which indicates the major sources in which they are used. Cased £2.50 net Paper £1.25 net

To Miss Angela Haines, Longman Group Limited, Longman House, Burnt Mill, Harlow, Essex, CM20 2JE
Please send me an inspection copy of the book(s) which I have marked above by a tick.

Name _____
Address _____

Longman

BOOKS

War victim

Adopting Western ways

his

BOOKS

Unravelling Rhodesian myths

Rhodesia, White Racism and Imperial Response
by Martin Laney
Penguin, 70p
ISBN 0 14 041 011 4
The Rhodesian Problem: A Documentary Record 1923-1973
by Elaine Wadrich
Routledge and Kegan Paul, £5.95
ISBN 0 7100 8080 8

These are two useful books, neither of which completely fulfils its promise. Martin Laney's book is useful for two reasons. One is that there isn't any other single volume study of Rhodesia which covers the ground from the 1890s to the present day. Those who have worked in Rhodesia and have published memoirs have fought shy of making this kind of synthesis, and we should be very appreciative of the difficulties involved in it. The second reason is that Mr Laney brings a particular perspective to bear on Rhodesia—the perspective of the committed Third World radical—which ensures that the reader never loses sight of a wider context. Elaine Wadrich's book is useful because a documentary record which speaks for itself both about the essential structures of Rhodesian society and about the futile and inhuman British attempts to do something about Rhodesia is obviously pertinent at a time when the whole issue has once again reached the headlines. So I shall use her book as a set text in my special subject, and Mr Laney's will certainly be there in the recommended reading list.

But both books are rather less than they might have been. As I have suggested, it would be unreasonable to take Mr Laney to task



Supporters of the African National Council demonstrating against Britain's proposals for a Rhodesian settlement in 1972.

for not knowing about all the research and pending publication in Rhodesia. It is a pity, but not a fatal one, that he has not been able to use the recent work of David Beach and Julian Cribbins and Ngweni Bhebe and Elzek Mashoga, which amounts to a very considerable reinterpretation of Ndebele and Shona history in the late nineteenth and early twentieth century. But it is more than a pity that he has not been able to make use of the work of Charles Van Onselen on the economic and social history of the Rhodesian mining industry and on the consciousness of African miners; of Ian Phimister on the peasantry; of Robin Palmer on land allocation. Because he has not had access to this material—some of it available in article form—Mr Laney has to depend exclusively on Arrighi's work in order to attach his radical perspective to the Rhodesian data. As a result it often seems very external, applied to the Rhodesian specifics like a coat of

paint. Unless the struggle is led by an armed revolutionary nationalist party, there is a danger that the African working class will turn to purely pragmatic material goals, one feels in the presence of jargon rather than illumination. And when he ends the book with Cahra's magnificent call to "bring the war home" and to assist the revolutionaries in Rhodesia by revolutionary action in Britain, the connection remains undemonstrated in this case so that the ending seems like romanticism.

The materials now exist for a more successful radical analysis of Rhodesia; one hopes that Mr Laney's book will be seen as an additional call for the production of such an analysis rather than failed at making such analysis unnecessary.

As for Elaine Wadrich's documentary collection, this seems to me to fail by the criteria of the series in which it appears. This series is "designed to... provide a range of contemporary material drawn from many sources, not only from official and semi-official records, but also from contemporary historical writing from reliable journals... Through these volumes the student can learn how to read and assess historical documents. He will learn how the contemporary historical works and how historical judgments are formed, but will learn his way and that some of his conclusions are professions of faith rather than demonstrated reason. Thus, his book is in fact much stranger on the European rule in Rhodesia and particularly on British policy and the reasons for it than it is a transformation within the African societies of the territory. So when he writes: "The urban working class commit themselves to overthrow the white government but they provide a ready source of cadres with a predisposition to a reflective socialist consciousness as distinct from the individualistic traits of the

have provided some relevant archival material for the first period covered by the book, and there are collections in Stanford and London and in private hands that could have been drawn upon. There is no transcript of an oral interview; only one very brief transcript of oral proceedings. Moreover, the documents are used essentially to illustrate the commentary rather than to allow a student to weigh one against the other or to determine which kind of source is the more reliable. The editor makes no attempt to discuss the character of different kinds of sources or to show how particular documents have to be interpreted; the extracts are simply given as "showing" this or "illustrating" that, and usually taken very much at face value. There is no attempt made to show the student something about the biased face of official reports by quoting as well as the report, the private correspondence of those who drew it up—as Robin Palmer has done with such effect to reveal the motivations which underlay the various reports on land in Rhodesia.

Of course, Elaine Wadrich's heart and mind are in what I regard as the right place; the documents march effectively in the direction of showing the injustices of the Rhodesian regime, and the general editor is justified in claiming that "how all this has come about is both soberly and dramatically illustrated by Dr Wadrich". It might well be thought more important to do this than to illuminate historiography. But as Mr Laney rightly remarks, "Studying the colonization of Southern Rhodesia is a tortuous process, for it involves the unravelling of several myths". Nothing can be more to the service of "the right cause" and of rigorous analysis than on effective use of the skills of historiographical criticism. And this Wadrich's collection does not do much to provide.

Terence Ranger

LOCATION AND SPACE IN SOCIAL ADMINISTRATION

BRYAN MASSAM
This book introduces students to contemporary procedures for analysing the influence of space and location on the provision of public services. It is intended to bridge the gap between a social value-oriented approach and one which relies more heavily on rigorous analytical techniques.
Published 1st May
Cloth £6.30 Paper £3.15

SOCIAL JUSTICE AND THE CITY

DAVID HARVEY
Now Published in Paperback
Social Justice and the City is a good book, by any standards, and it is to be hoped that even those many of his colleagues in geography, economics and sociology, who may suspect that the dose of theoretical Marxism which we are offered here is too undiluted, may nonetheless ask themselves whether they can, either through some type of civilising or by starting elsewhere, offer a better and more comprehensive theory of the City.
Times Literary Supplement
1st May £3.25 Paper £1.75

MARXISM AND IMPERIALISM

V. G. KIRKMAN
This book examines the contribution of classical Marxist theory in some of the main problems of modern (19th and 20th Century) imperialism, and by starting elsewhere, after a better and more comprehensive theory of the City.
Times Literary Supplement
1st May £3.25 Paper £1.75

THE KING'S PARLIAMENT OF ENGLAND

G. O. SAYLES
In this book the author draws together for the first time his life-long work on the medieval parliament. This is a major work by the author, and it is a pity that it is not yet published. The author shows how parliament's judicial function gradually decreased as public enforcement of the law became the prerogative of the crown. The author's conclusions are in the structure and momentum of the relationship between the king and his subjects.
Cloth £3.50 Paper £1.75

EDWARD ARNOLD
25, Abchurch Lane, London E.C. 4

Demanding accommodation

Popular Protest and Public Order: Six Studies in British History 1790-1920
edited by R. Quinault and J. Sieve-son
Allen & Unwin, £5.25
ISBN 0 04 942137 9

"Protests should not always be seen as a weakness in society, but as a means by which demands are made and accommodated." This statement from the wide-ranging introduction to the six essays presented here neatly expresses the emphasis of this book. Certainly five of them, the ones written by former students of Nuffield College, Oxford, deal with matters that largely fall between the two poles of demand and accommodation.

This does not mean that they ignore the possibility that the popular protests with which they deal could have pointed to a quasi-revolutionary situation. They consider the possibility and turn it down. No nostalgia for a revolution that would have done more than that. There is here no search for lost opportunities, yet an apology either for the acts of stern repression to save the country from the brink. Indeed, in his essay on Red Clydeside 1915-1919 Ian Maclean disposes in one and the same time of the revolutionary rhetoric of Willie Gallacher's reminiscences and the shrill account of the head of the Special Branch.

Teachers of history in the last few years have been asked to share out for a good debate in which their students will find this a very good essay. The short chapters, many of them in British history, around the time of the First World War, are rapidly moving into the foreground of the new standard of living in the Industrial Revolution.

Maclean describes the demands being made on Clydeside as both conservative and sectional. It is in terms of conservatism that food riots in eighteenth and early nineteenth-century England have been analysed for some time now. J. Stevenson's "Food Riots in England 1792-1818" adds a new dimension to the subject by asking questions about the geographical and social distribution of the riots.

E. Richards on "Patterns of Highland Discontent, 1790-1860", is primarily a study of protest against the Highland clearances. It appears to have grown out of his earlier book on the Sutherland estates, in which the clearances were seen through the eyes of those responsible for the new policy. Now he has turned his attention to the reactions of those who were evicted, and chronicles the disturbances and the ease with which they were put down. The material will be new to most readers, but unfortunately so will be some of the terms of whose obscurity the author is no longer conscious.

Those unfamiliar with his book will also find it hard to follow his argument that the protests were not altogether at odds. Yet in the last analysis it is the relative lack of resistance that really puzzles him. At the heart of the essay is the question, "Why didn't the Scots peasant shoot his landlord?" The contrast with Ireland is constantly in mind. To solve this problem, however, requires a wider frame of reference than Dr Richards has.

It is not merely lack of space that leads me to consign the remaining three essays to a brief coda. R. C. Marsh on the history of the group, has contented himself with adding a footnote to the existing literature on the relation between Chartism and the Plot of 1842. R. Quinault's piece on the "Revolutionary" County Councils, 1830-70, makes a promising beginning, but is probably a premature publication. Phillips chronicles the decline of violence in the Black Country.

E. P. Hearnack

This week's reviewers

Daril Berry is a lecturer in sociology at the University of Cardiff; D. S. Brewer, lecturer in English and fellow of Emmanuel College, Cambridge, has written "Patterns of Love and Courtesy" and "Sphere of English Literature" volume 1.

Douglas Brooks lectures in English at the University of Manchester; he has edited Henry Fielding, Joseph Andrews and Shamela, and written "Number and Pattern in the Eighteenth-Century Novel". Peter Conrad has written "The Victorian Treasure-House" and has a forthcoming book on Stieria. Ivor Crewe lectures in the department of government at the University of Essex and has edited volume 1 of "The British Political Society Yearbook".

James Douglas is consultant director of the Conservative party research department; H. M. Drucker is lecturer in the department of politics at the University of Edinburgh and author of "The Political Uses of Ideology"; J. A. S. Grenville is the professor of modern history at the University of Birmingham and has written "The Major International Treaties 1914-1973: a history and guide with text".

Norman Hampson is professor of history at the University of York; his most recent publication is "The Life and Opinions of Maximilian Robespierre". E. P. Hearnack is author of "Fit and Proper Persons" and "Ideal and Reality in Nineteenth-Century Urban Government".

Richard Hodder-Williams is co-director of the Centre for Southern African Studies and lecturer in politics at the University of Warwick; Ronald Irving has written "Christian Democracy in France", Germany and Italian politics; Terence Ranger is professor of modern history at the University of Manchester and has written "The African Voice in Southern Rhodesia 1898-1930"; Dame Ellen Youngblood has been deeply involved in all aspects of social work including juvenile courts, probation, and the health service.

HUTCHINSON

BOOKS ON POLITICS

The Government and Politics of East Germany

Kurt Sontheimer and Wilhelm Bleek
This new study presents a comprehensive survey of the political, social and economic system of the GDR and its foreign policy. The authors emphasise that despite its close relationship with the Soviet Union, the GDR is now an economic and political entity in its own right.
09 122020 3 cased £5-25

Social Policy

New Edition
T. H. Marshall
A fully revised edition of Professor Marshall's classic analysis of the Welfare State. 'The New Statesman' said of a previous edition: 'A model of compact information and lucid exposition... It is hard to think who could have done better.'
09 122620 1 cased £3-95
09 122621 X paper £1-95

Hutchinson, 3 Fitzroy Square, London, W1P 6JQ.

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Universities
Fellowships & Studentships
Polytechnics
Technical Colleges
Colleges and Institutes of Technology
Colleges of Education
Colleges of Further Education

Universities

THE NEW UNIVERSITY OF ULSTER Vice-Chancellor

The University has been advised by its Vice-Chancellor, Dr. Norman Allen Burges, that it is his intention to retire at the end of September, 1976.

A Joint Committee of the Council and the Senate has been established under the Chairmanship of the Pro-Chancellor, Chairman of Council, Mr. R. S. McCulloch, to recommend the appointment of a successor. The Joint Committee will be pleased to hear of or from those who might wish to be considered for this office whether by personal letter or by nomination from others.

All communications should be marked personal and confidential.

W. T. EWING
Registrar and Secretary
to the Joint Committee
Coleraine, N. Ireland

RU Leiden

The UNIVERSITY OF LEIDEN invites applications for a full-time post as

LECTURER IN ENGLISH

The person to be appointed should have a good honours degree, should be well-versed in modern linguistics and have a special interest in the phonology and/or syntax of present-day English. Teaching duties will include some language laboratory instruction, and TEFL experience will be an added recommendation.

Applications, including a curriculum vitae and names of at least three referees to be addressed to: Hoofd afdeling Personeelszaken, Rijksuniversiteit, Stationsweg 48, Leiden, Netherlands, within a fortnight after the publication of this advertisement, mentioning vacancy no. 775113.

Colleges and Departments

of Art
Administration
Overseas
Government
Industry
Adult Education
Librarians
General Vacancies

Appointments wanted

Other classifications
Announcements
Exhibitions
For Sale and Wanted
Courses
Holidays and Accommodation
Typing and Duplicating

University of Sussex

Lectureships in the Humanities and Social Sciences

Applications are invited for the following posts from 1st October, 1975:
A. Lectureships, normal tenure

MUSIC

in the School of English & American Studies, principally to teach general musicology.

SOCIOLOGY

in the School of Cultural & Community Studies. The person appointed will be expected to contribute to the teaching of one or two major courses: Comparative Social Structures in Non-Industrial Societies and/or Sociological Theory. Contribution to the teaching of a Methods Workshop will be essential.

B. Temporary Lectureships for one year

SOCIAL GEOGRAPHY

In the School of Cultural & Community Studies.

ITALIAN

Two posts in the School of European Studies. Applicants should have interests in both language and literature, and must be able to contribute to the teaching of Italian culture, history or institutions to the general courses of the School.

PHILOSOPHY

In the School of European Studies. Applicants should be able to teach contemporary European philosophy, and preferably Marxism also.

SOCIOLOGY

in the School of Social Sciences. The person appointed will be expected to contribute to the teaching of the Major courses in the discipline (Comparative Social Structures in Non-Industrial Societies; Sociological Theory and Methods Workshop). Preference will be given to applicants with special interests in one of the following fields: Stratification, Sociology of Development, Sociological Theory.

Initial salaries will be within the range £2,118 to £2,412 per annum on the Lecturer scale (£2,118 to £4,896 per annum) plus threshold payments and FSSU/US where appropriate.

Further particulars for each post and application forms, returnable by 31st May, 1975, are available from the Establishment Section, Office of Arts & Social Studies, Brighton BN1 9QN (Brighton 56755, extension 712, Miss Holland) quoting the title of the post and reference 462/THES.

AUSTRALIA

THE UNIVERSITY OF MELBOURNE

LECTURES IN THE DEPARTMENT OF ECONOMIC HISTORY

Applications are invited for a full-time post as

LECTURER IN ECONOMIC HISTORY

The person to be appointed should have a good honours degree, should be well-versed in modern linguistics and have a special interest in the phonology and/or syntax of present-day English. Teaching duties will include some language laboratory instruction, and TEFL experience will be an added recommendation.

Applications, including a curriculum vitae and names of at least three referees to be addressed to: Hoofd afdeling Personeelszaken, Rijksuniversiteit, Stationsweg 48, Leiden, Netherlands, within a fortnight after the publication of this advertisement, mentioning vacancy no. 775113.

Further particulars for each post and application forms, returnable by 31st May, 1975, are available from the Establishment Section, Office of Arts & Social Studies, Brighton BN1 9QN (Brighton 56755, extension 712, Miss Holland) quoting the title of the post and reference 462/THES.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

CAPRICORNIA INSTITUTE

of
ADVANCED
EDUCATION

LECTURER/SENIOR LECTURER

Degree or Higher Degree containing some units of Mathematics.

To teach courses related to the organization and presentation of Mathematics. Teaching experience at primary level preferred.

Lecturer \$9,600-\$15,100 p.a. (Aust.)

Senior Lecturer \$15,400-\$17,900 p.a. (Aust.)

Appointees required to commence as soon as possible.

Inquiries to Mr. N. Bowman, Head Curriculum Studies.

Applications to:

The Registrar, CAPRICORNIA INSTITUTE OF ADVANCED EDUCATION, M.S. 76, ROCKHAMPTON, QLD, 4700, AUSTRALIA.

EDINBURGH

THE UNIVERSITY OF EDINBURGH

ENTIRE ECONOMIC EDUCATION

Applications are invited for a full-time post as

LECTURER IN ECONOMIC HISTORY

The person to be appointed should have a good honours degree, should be well-versed in modern linguistics and have a special interest in the phonology and/or syntax of present-day English. Teaching duties will include some language laboratory instruction, and TEFL experience will be an added recommendation.

Applications, including a curriculum vitae and names of at least three referees to be addressed to: Hoofd afdeling Personeelszaken, Rijksuniversiteit, Stationsweg 48, Leiden, Netherlands, within a fortnight after the publication of this advertisement, mentioning vacancy no. 775113.

Further particulars for each post and application forms, returnable by 31st May, 1975, are available from the Establishment Section, Office of Arts & Social Studies, Brighton BN1 9QN (Brighton 56755, extension 712, Miss Holland) quoting the title of the post and reference 462/THES.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

UNIVERSITY OF DUBLIN Trinity College

LEVERHULME EUROPEAN VISITING FELLOWSHIP

Trinity College intends to appoint a Leverhulme European Visiting Fellow for the academic year 1975-1976 and applications are invited from those outside the British Isles who hold or expect to hold a degree of Master or Philosophy or its equivalent from an institution of tertiary studies in a Council of Europe member country (except Malta). The Fellowship is available in any field of study except Modern European Languages and Literature. The Fellowship carries a fee free of £1,500 and an additional allowance of £300 may be paid if a Fellow is accompanied by his wife. Candidates who wish to be considered should send their names and addresses of two referees to:

The Staff Secretary, West Tower, Trinity College, DUBLIN 2.

In receipt of no later than Monday, 19th May, 1975.

General conditions: Salary \$15,400-\$17,900 p.a. (Aust.)

Appointees required to commence as soon as possible.

Inquiries to Mr. N. Bowman, Head Curriculum Studies.

Applications to:

The Registrar, CAPRICORNIA INSTITUTE OF ADVANCED EDUCATION, M.S. 76, ROCKHAMPTON, QLD, 4700, AUSTRALIA.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from the Office of the Registrar, University of Melbourne, Victoria, Australia.

Applications should be sent to the Registrar, University of Melbourne, Victoria, Australia.

Further information, including details of application procedures, is available from

Polytechnics continued

The Polytechnic of North London

Department of Geography
Lecturer II in
Economic Geography

Applications are invited from holders of a good honours degree in Geography and either a higher degree or a substantially completed post-graduate research programme for a Lecturer II in Economic Geography. A special interest in the location of economic activity and in economic aspects of environmental management will be expected as well as a general interest and ability to teach in a wider area of geography. Applicants should also be fully qualified in quantitative techniques, including the preparation and use of computer programmes. Teaching and/or research experience in an industrial development country or region would be an advantage. An ability to work closely with staff in related disciplines is important. The successful applicant will teach students reading for C.N.A.A. degrees in Geography.

Salary Scale: £2,670-£4,476 per annum plus London Allowance £151 and Three-fifths payments. Further details of the post and application forms may be obtained from The Establishment Officer, The Polytechnic of North London, Priory of Watling Road, London NW5 8UB (01-485 0111 Ext. 281).

Applications should be received within 14 days of the appearance of this advertisement.

The Polytechnic of North London

Department of Accounting and Administrative Studies
Lecturer II in
Accounting

The successful candidate will be required to teach on the Department's C.N.A.A. degree course in Accounting. The Accounting course is a two-year programme, the first year of which is devoted to the study of the fundamentals of accounting and the second year to the study of advanced accounting and financial management. The Department provides opportunities for research and further study.

Salary: £2,670-£4,476 per annum plus London Allowance £151 and Three-fifths payments. Further details of the post and application forms may be obtained from The Establishment Officer, The Polytechnic of North London, Priory of Watling Road, London NW5 8UB (01-485 0111 Ext. 281).

Applications should be received within 14 days of the appearance of this advertisement.

BRISTOL

Department of Geography
Lecturer II in
Physical Geography

Applications are invited from holders of a good honours degree in Geography and either a higher degree or a substantially completed post-graduate research programme for a Lecturer II in Physical Geography. A special interest in the location of economic activity and in economic aspects of environmental management will be expected as well as a general interest and ability to teach in a wider area of geography. Applicants should also be fully qualified in quantitative techniques, including the preparation and use of computer programmes. Teaching and/or research experience in an industrial development country or region would be an advantage. An ability to work closely with staff in related disciplines is important. The successful applicant will teach students reading for C.N.A.A. degrees in Geography.

Salary Scale: £2,670-£4,476 per annum plus London Allowance £151 and Three-fifths payments. Further details of the post and application forms may be obtained from The Establishment Officer, The Polytechnic of North London, Priory of Watling Road, London NW5 8UB (01-485 0111 Ext. 281).

Applications should be received within 14 days of the appearance of this advertisement.

THE POLYTECHNIC

HEAD OF DEPARTMENT OF PHARMACY

Applications are invited for this post, which will become vacant on 1st September 1975, following the retirement of Dr. E. A. Rawlin, B.Sc., F.R.S. The successful candidate will be responsible for the overall management of the Department of Pharmacy, which includes the teaching and supervision of students, the management of the department's resources, and the development of the department's research programme. The candidate should have a good honours degree in Pharmacy and a minimum of five years' experience in a similar post. The salary is £4,476-£6,476 per annum plus London Allowance £151 and Three-fifths payments. Further details of the post and application forms may be obtained from The Establishment Officer, The Polytechnic of North London, Priory of Watling Road, London NW5 8UB (01-485 0111 Ext. 281).

DIRMINGHAM

CITY OF DIRMINGHAM POLYTECHNIC

DEPARTMENT OF ECONOMICS AND SOCIAL SCIENCES

SENIOR LECTURER IN HUMANITIES

Applications are invited from holders of a good honours degree in Humanities and either a higher degree or a substantially completed post-graduate research programme for a Senior Lecturer in Humanities. A special interest in the location of economic activity and in economic aspects of environmental management will be expected as well as a general interest and ability to teach in a wider area of humanities. Applicants should also be fully qualified in quantitative techniques, including the preparation and use of computer programmes. Teaching and/or research experience in an industrial development country or region would be an advantage. An ability to work closely with staff in related disciplines is important. The successful applicant will teach students reading for C.N.A.A. degrees in Humanities.

Salary Scale: £2,670-£4,476 per annum plus London Allowance £151 and Three-fifths payments. Further details of the post and application forms may be obtained from The Establishment Officer, The Polytechnic of North London, Priory of Watling Road, London NW5 8UB (01-485 0111 Ext. 281).

Applications should be received within 14 days of the appearance of this advertisement.

SENIOR LECTURER IN HUMANITIES

DEPARTMENT OF ECONOMICS AND SOCIAL SCIENCES

SENIOR LECTURER IN HUMANITIES

Applications are invited from holders of a good honours degree in Humanities and either a higher degree or a substantially completed post-graduate research programme for a Senior Lecturer in Humanities. A special interest in the location of economic activity and in economic aspects of environmental management will be expected as well as a general interest and ability to teach in a wider area of humanities. Applicants should also be fully qualified in quantitative techniques, including the preparation and use of computer programmes. Teaching and/or research experience in an industrial development country or region would be an advantage. An ability to work closely with staff in related disciplines is important. The successful applicant will teach students reading for C.N.A.A. degrees in Humanities.

Salary Scale: £2,670-£4,476 per annum plus London Allowance £151 and Three-fifths payments. Further details of the post and application forms may be obtained from The Establishment Officer, The Polytechnic of North London, Priory of Watling Road, London NW5 8UB (01-485 0111 Ext. 281).

Applications should be received within 14 days of the appearance of this advertisement.

SENIOR LECTURER IN HUMANITIES

DEPARTMENT OF ECONOMICS AND SOCIAL SCIENCES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

MANCHESTER

DEPARTMENT OF ECONOMICS AND SOCIAL SCIENCES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

PRESTON

DEPARTMENT OF ECONOMICS AND SOCIAL SCIENCES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

PRESTON

DEPARTMENT OF ECONOMICS AND SOCIAL SCIENCES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

BATH

DEPARTMENT OF ECONOMICS AND SOCIAL SCIENCES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTURER IN HUMANITIES

SENIOR LECTUR

Qualifying individual looking for
Research position in Britain with
reference to V. Shaw. 11-10